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ABSTRACT

This report provides descriptive information for public officials and the general public about Maryland's public schools. It is the second report required by the Maryland Educational Accountability Act. This second report contains information about: the implementation of the Maryland Accountability Program on the State and local school system levels--present achievement and future plans; demographic data for the State, local school systems, and schools; assessment data on ability and achievement summarized at the State and school system levels; and assessment data on ability and achievement for each Maryland public school with Grades 3, 5, 7, and 9. Iowa Tests of Basic Skills were used to assess achievement, and Cognitive Ability Tests were used to assess ability. Results showed that Maryland's average performance on most of the achievement areas was slightly below the national average; however, Maryland's average performance in the ability area showed a progressive increase through the grades. (Author/RC)

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School Year 1974-1975

Maryland Accountability Program Report

Year II

School Year – 1974 - 1975

Maryland State Department of Education

1632

January 1, 1976

Prepared with the assistance of Westat Research, Incorporated

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FOREWORD

January 1, 1976

To the Governor and General Assembly:

This report is the second to be respectfully submitted in compliance with the Maryland Educational Accountability Act, Section 28A, Article 77 of the Annotated Code of Maryland (1969 Replacement Volume). Although this report for School Year 1974-75 strongly resembles the first report for School Year 1973-74 in format and content, a number of activities are under way which will expand and improve the Maryland Accountability Program (MAP). Subsequent reports should reflect these changes as resources for their implementation are made available. In fact, a supplemental report will be published in February on the results of the Fall 1975 assessment of seventh and eleventh grades in which the Maryland Basic Skills Reading Mastery Test was used. This assessment is part of the *Action Plan for the Assessment Component of the Maryland Accountability Program* which was reviewed by all advisors and subsequently approved by the Maryland State Board of Education last July. Cooperative activities are under way in the Process Evaluation Component and in the Program Cost Component of the MAP as well. These activities and their outcomes for decisionmaking will be fully reported in January 1977.

This year's report provides new information concerned with Special Education and Pupil Services programs at State and school system levels. Definitive information regarding progress toward agreed-on goals and objectives will be reported in these and other program areas in future years.

As I counseled in my transmittal letter of last year, I should like to emphasize again -- readers should exercise appropriate caution in forming judgments about the public schools of the state based solely on the data in this report. We are neither ready nor able to make far-reaching policy decisions regarding the allocation and application of resources (staff, facilities, equipment, and materials) on the basis of descriptive demographic information and assessment data from a very limited portion of the total educational program of our schools. As the MAP continues to unfold, it will be possible to make better and nonintuitive decisions in the management of the public educational enterprise.

The development and operation of the MAP and the publication of this report would have been difficult or impossible without the extensive efforts contributed by our advisors, consultants, and state and local educator participants -- only a few of whom have been identified in the preceding pages. To all concerned, especially teachers and other school level staff, we extend our thanks.

Sincerely yours,

JAMES A. SENSENBAUGH
State Superintendent of Schools

REPORT SUMMARY

I. Introduction

This report provides descriptive information for public officials and the general public about Maryland's public schools. It is the second report required by the Maryland Educational Accountability Act. (The first was published in January 1975.) This second report contains information about:

- The implementation of the Maryland Accountability Program on the state and local school system levels -- present achievement and future plans;
- Demographic data for the state, local school systems, and schools;
- Assessment data on ability and achievement summarized at the state and school system levels; and
- Assessment data on ability and achievement for each Maryland public school with Grades 3, 5, 7, and 9.

II. Overview

The report begins with a general discussion of educational accountability and the nature of the accountability effort in Maryland. Then, it moves on to a more detailed presentation of accountability objectives and achievements on both the state and local school system levels. A brief outline of the entire document appears below:

Chapter 1 Educational Accountability

This chapter defines educational accountability and introduces the reader to the Maryland Accountability Program -- past, present and future.

Chapter 2 Maryland State Department of Education: Accomplishments and Objectives

This chapter provides a detailed description of the agency objectives in education that were set by the Maryland State Department of Education (MSDE). It also lists some major accomplishments for Fiscal Year 1975 and plans for Fiscal Year 1976 in each of the Department of Education's functional areas of activity, i.e., educational programs, public library programs, vocational rehabilitation programs, general management and program support services.

Chapter 3 How to Use the Maryland Accountability Program Report

The purpose of this chapter is to assist the reader in understanding and using the tables in this report. Samples of Tables 1, 2, 2A, 3, and 4 are given, along with definitions of the terms used in each table and guidelines for interpreting the data.

Chapter 4 Maryland Accountability Assessment Information

This chapter reports on the status of the state and local school system accountability programs. Each of these reports is followed by the tables described below which give detailed information on demographic background and test results for that level.

- Table 1. Community and Public School Resources Profile -- Provides background information on the state and local levels (e.g., total population, median family incomes, school enrollment, and per pupil instructional costs). There are separate tables numbered "1" for the state level and each local system.

- Table 2. Nonverbal Ability in Average Standard Age Scores and Academic Achievement in Average Grade Equivalent Scores, by Skill Area and by Grade -- Gives an overview of the performance of the state and school systems in each of the basic skill areas tested. There are separate tables numbered "2" for the state level and each local system.
- Table 2A. Comparison of Year I (1973-74) with Year II (1974-75) Data in Average Standard Age Scores -- Compares the test results from Year I and Year II of the accountability program. As explained in Chapter 3, however, differences in test scores should be viewed in the light of differences in other variables, e.g., Standard Age Scores (SAS). There are separate tables numbered "2A" for the state level and each local system.
- Table 3. School Level -- Community and Public School Resources Profile -- Gives background information (e.g., total school enrollment, pupil/staff ration) for each school in the individual school system.
- Table 4. School Level -- School Average Grade Equivalent Scores, by Skill Area, Compared with Maryland Norms Based on School Average Standard Age Scores -- Shows the test results of children in a particular school as compared to the state norm. Test results are displayed by grade and by skill area.

Chapter 5 Program Cost Component

This chapter describes the efforts of state and local officials to achieve a statewide uniform reporting system, in the spirit of accountability, through improved financial reporting procedures.

Chapter 6 Special Education Component

This chapter describes the special education program currently provided for handicapped children in Maryland public schools. It also outlines plans to ensure that all children needing special education will be identified and that appropriate programs will be available to them.

Chapter 7 Pupil Services Component

This chapter details the efforts of state and local pupil services staff to develop a planning model for pupil services. The emphasis is on preventative-developmental activities to aid students in learning effective skills for personal and social development and to enable them to enjoy and benefit from the school experience.

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CHAPTER 1 EDUCATIONAL ACCOUNTABILITY

1.1 Introduction to the Maryland Accountability Program Report, School Year 1974-1975

This report was developed as the main instrument for disclosure of information about goals in public education and progress toward those goals. It is directed to the Governor and the General Assembly as required by the Maryland Accountability Act. Chapter 1 explains the concept of educational accountability. The information in this chapter is divided into the following sections: (1) the definition of accountability; (2) the Maryland Educational Accountability Act; (3) the Maryland Accountability Program; (4) accountability and decisionmaking in education; and (5) Maryland's future in accountability. The relationship of this document to the state's overall responsibility for educational accountability should be clear to the interested citizen and educator after reading this chapter.

1.2 The Definition of Accountability

Simply stated, educational accountability is an attempt to disclose and explain results achieved by public school programs. Its purposes are: (1) to promote an understanding of the relationships among the quality of education, the characteristics of educational programs, the processes of education, and needed and available human and material resources; and (2) on the basis of that understanding, to make improvements in the educational system.

More specifically, the Maryland Accountability Program can be said to have six basic characteristics. First is its positive emphasis. Accountability will help identify exemplary programs, and determine which are more effective than others. Recognition and dissemination of the more successful programs will be emphasized. and formal plans will be written for the thorough study of exemplary program characteristics so that they may be emulated.

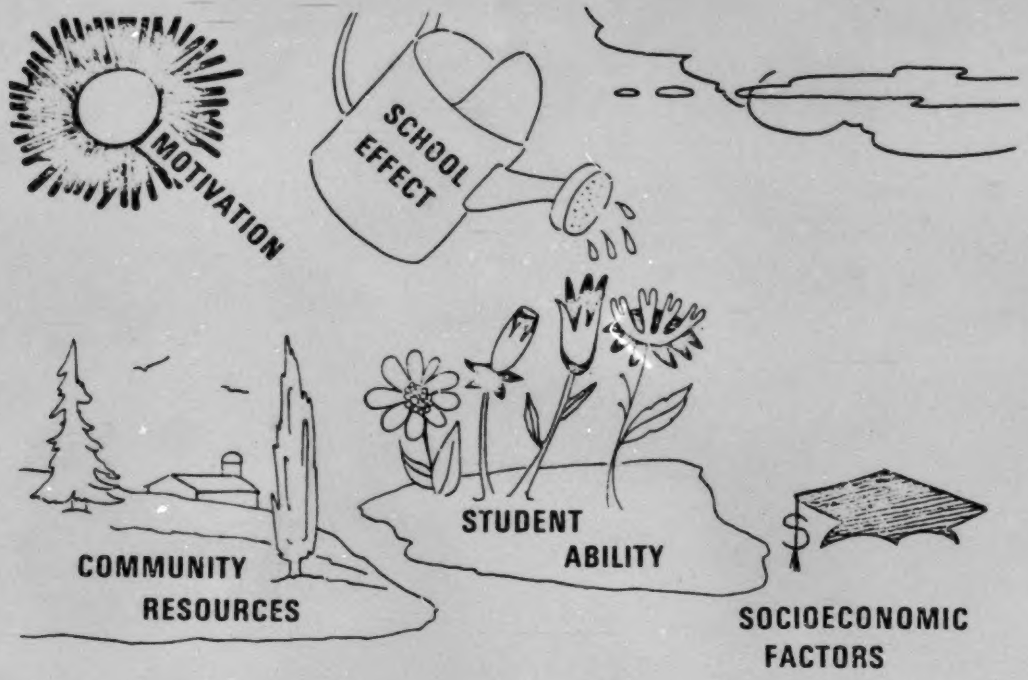
The second characteristic of the accountability program includes goal-setting, assessment, analysis, and reporting. The setting of educational goals and objectives is an important element of any accountability program. It is important to note that assessment results should be interpreted ultimately more in terms of local objectives than in terms of national or state norms. Assessment helps measure progress toward goals and provides, through analysis, information for program improvement and for reporting purposes.

Gradual and deliberate movement into an accountability program is the third characteristic of the Maryland system. Rather than attempting to develop a complete and exemplary program quickly, Maryland's goal is to progress carefully from the basic elements to a complete program.

The fourth characteristic of the program is of special interest to teachers. Accountability is program-oriented and not directed toward teacher evaluation. In fact, there is a legal precedent for the invalidity of evaluating teachers on the basis of student achievement scores. It has long been recognized that many other variables, e.g., student, family, and community characteristics, have a powerful influence on student performance. (See Figure 1.)

The fifth characteristic of the Maryland Accountability Program is the demand for an accounting by all personnel, not just by teachers. Teachers can be more effective when supplied with adequate and appropriate resources, pleasant and suitable working conditions, and effective and supportive school administrators. Accountability for providing teachers with these resources, conditions, and support falls upon personnel at all levels of the school system outside the classroom.

Figure 1. Student Growth Depends on Many Factors



It is also necessary to recognize that education is a shared responsibility. Parents and members of the various communities in the state, including public officials, have an enormous opportunity for influence and impact upon the work of the schools. Social processes, including learning, cannot be conducted by the schools without active support from parents and the community.

Sixth, accountability should be concerned with progress in the areas of attitudes, interests, and self-concepts, as well as understanding, knowledge, skills, and abilities. Development of self-esteem, concern for others, and other personally and socially positive attitudes are as important goals in the eyes of the general public as is cognitive training. Although it is difficult at present to assess attitudes, workable methods of observation and measurement will eventually be formulated and generally available, and the Maryland Accountability Program must be prepared to expand into this area.

1.3 The Maryland Educational Accountability Act

At the time of this writing, approximately 30 states have enacted accountability legislation. Most of the remaining states have drafted plans for accountability legislation, or have initiated procedures at the state level that will preclude the need for legislative mandates.

During the 1972 session of the Maryland General Assembly, Article 77, Section 28a, the Annotated Code of Maryland and 1973 Cumulative Supplement was passed. The law has come to be commonly called the "Maryland Educational Accountability Act" (see Appendix A).

The overall purpose of the Act is to provide for the establishment of a program of statewide educational accountability. This program should assure that educational programs lead to the attainment of established educational objectives, provide information for an analysis of the differential effectiveness of instructional programs, and provide information for accurate analysis of costs of instructional programs.

The Maryland Educational Accountability Act imposes several requirements for statewide accountability. These include: (1) the establishment of goals and objectives in, but not limited to, reading, writing, and mathematics at all levels -- state, school system, and individual school; (2) a school-by-school survey of the current status of student achievement in relation to established objectives, and the development of programs by each school for meeting its own needs; and (3) the establishment of evaluation procedures for determining the effectiveness of these programs. Regular reevaluation of programs, goals, and objectives is, likewise, a stipulation of the act.

The Maryland Educational Accountability Act also requires that a yearly report be submitted by the State Superintendent of Schools to the Governor and the General Assembly beginning in January 1975. This report must include, but is not necessarily limited to, the progress made by the Maryland State Department of Education, by local school systems, and by individual schools toward the achievement of their respective goals and objectives. The report should also include recommendations for legislation deemed necessary to improve the quality of education in Maryland.

1.4 The Maryland Accountability Program

1.4.1 Administration of the Maryland Accountability Program

In response to the accountability legislation enacted by the Maryland General Assembly and in accord with the six characteristics of the state's accountability program, the Maryland State Board of Education determined that the initial efforts of accountability should concentrate on the basic learning skills of reading, writing, and mathematics. The Board resolved that, following the specification of desired educational goals in each of these three areas, student achievement relative to each goal should be measured, and an analysis of the achievement results relating to other variables, such as student ability and socioeconomic status, should be conducted.

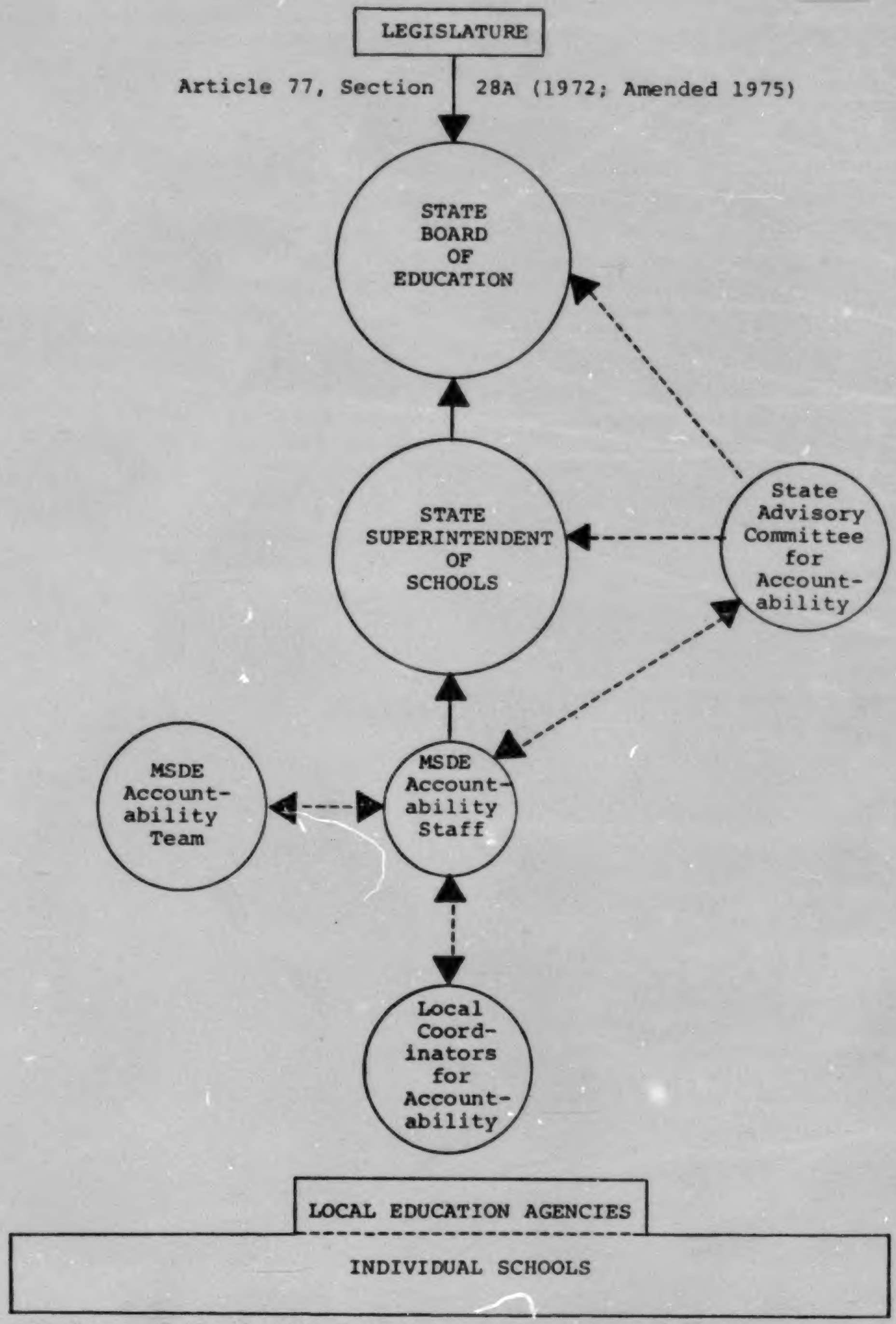
Four major components of the Maryland Accountability Program (MAP) were established following these directives: (1) goals and objectives setting; (2) assessment; (3) process evaluation; and (4) program cost.

To assist in accomplishing these tasks, the State Board of Education appointed a State Advisory Committee on Accountability, drawing its members from a broad cross-section of the state's population. It also designated the chairman of this committee. A member of the Maryland State Department of Education (MSDE) was assigned as full-time executive secretary to the committee in order to make available, as detailed accountability procedures were developed, technical services from the State Department of Education to the committee and to the local school system.

Two additional task forces were constituted. At the state level, the MSDE Accountability Team was formed, drawing together departmental personnel who could provide assistance in the development and implementation of the various components of the MAP. On the local school system level, each superintendent appointed a local coordinator to supervise all system level activities. Responsible to the superintendent, the local coordinator serves as system representative in the planning and implementation of accountability program activities.

Staff responsibility for the administration of the accountability program is now delegated by the State Superintendent of Schools to the Assistant State Superintendent, Division of Research, Evaluation, and Information Systems (REIS). An accountability section in REIS oversees MAP's operation at the state, system, and school levels, coordinates developmental activities, and ensures the viability of the MAP decisionmaking process (see Figure 2).

Figure 2. Maryland Accountability Program Decisionmaking Process*


LEGISLATURE
Article 77, Section 28A (1972; Amended 1975)
STATE BOARD OF EDUCATION
STATE SUPERINTENDENT OF SCHOOLS
State Advisory Committee for Accountability
MSDE Accountability Team
MSDE Accountability Staff
Local Coordinators for Accountability
LOCAL EDUCATION AGENCIES
INDIVIDUAL SCHOOLS

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* Members of these administrative bodies, advisory committee, and task forces are identified in the preliminary acknowledgments, pages ii-vi.

1.4.2 Implementation of the Maryland Accountability Program

In 1973, the State Board of Education adopted a plan that called for the development and dissemination of statewide goals in reading, writing, and mathematics (see Appendix B). In subsequent phases, each of the 24 school systems was required to establish local goals and objectives in conformity with those established at the state level.

The state implementation plan further specified that by September 1, 1974, school system goals would be reviewed and that by April 1, 1975, each school would have established its own objectives, consistent with its unique needs, and in keeping with school system goals. September 1, 1975 was designated as the deadline for school systems to evaluate the objectives submitted by individual schools and to submit a narrative report to the Maryland State Department of Education on the establishment of school objectives.[1] (See Chapter 4.1.1, Sections A and B for more details.)

The state's implementation plan required the establishment of a comprehensive and uniform statewide testing program. The Iowa Tests of Basic Skills (ITBS) and the Cognitive Abilities Test (CAT) were selected as the statewide assessment instruments. Beginning in the spring of 1974, all pupils (excluding certain categories of handicapped students) in Grades 3, 5, 7, and 9 were tested. The plan also called for the establishment of procedures for collecting data on student, home, community, and school characteristics. The implementation plan required the establishment of procedures by which school systems would report test results and other information to the Maryland State Department of Education. (A description of these data can be found in Section 1.5.2.)

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[1] Chapter 2 of this report describes, in summary fashion, the accomplishments and objectives of the Maryland State Department of Education.

The relationship between educational goals and objectives established in Maryland and the assessment of current status is, however, by no means ideal. Only a small sample of skills (those covered by ITBS) has been assessed and reported on for the purposes of accountability. Statewide assessment has not been undertaken in various other skill and subject matter areas, such as social studies, science, vocational education, and the arts. Nor has information been collected on student attitudes, interests and values -- the so-called affective domain of learning objectives. In addition, there is no information available regarding the psychomotor aspects of student learning, e.g., eye-hand coordination, manual dexterity, and response orientation and integration.

These three domains of learning, which make up the total potential of student growth, are represented pictorially in Figure 3, which also lists major objectives for each domain. The shaded area highlights the limited sector of cognitive skills that is measured in Maryland's present accountability effort. (See Sections 1.5.3, 1.5.4, and 1.5.5 for a discussion of the instruments used, strengths and limitations of the Assessment Component, Maryland Accountability Program.)

Student achievement is a composite of many developed skills, understandings, and attitudes, and there are, understandably, many factors that influence student cognitive, affective, and psychomotor growth. These factors, as indicated earlier in Figure 1, include school effects, community resources, socioeconomic factors, student motivation, and student ability. The Maryland Accountability Assessment Program provides a measure of the six factors shown in Figure 4.

Figure 3. Achievement Measured in Relation to the Entire Domain of Learning

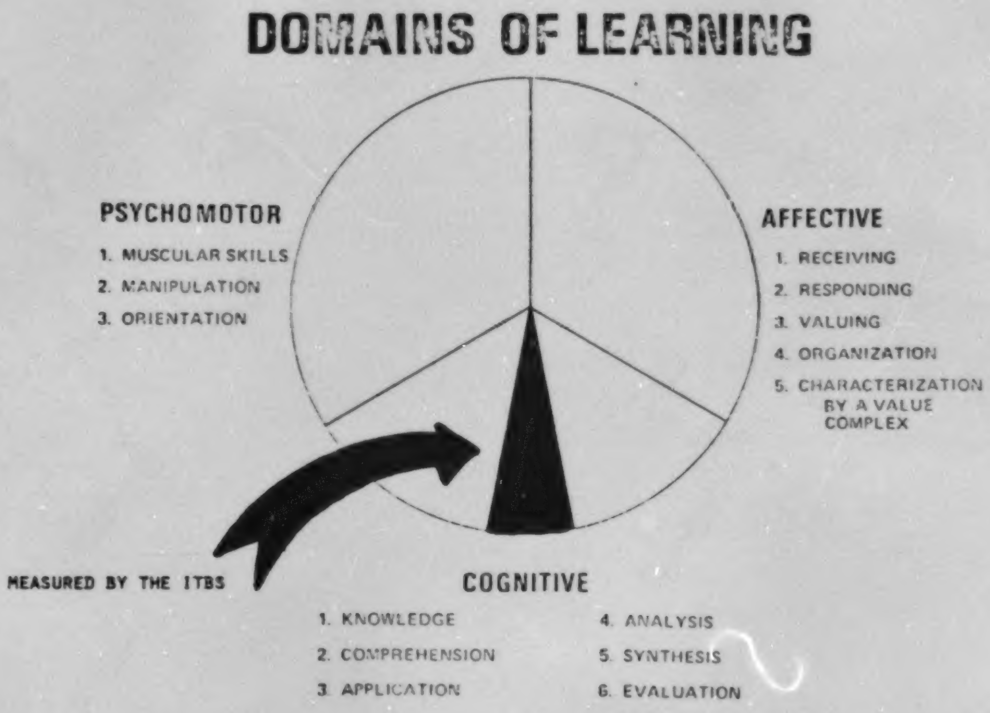
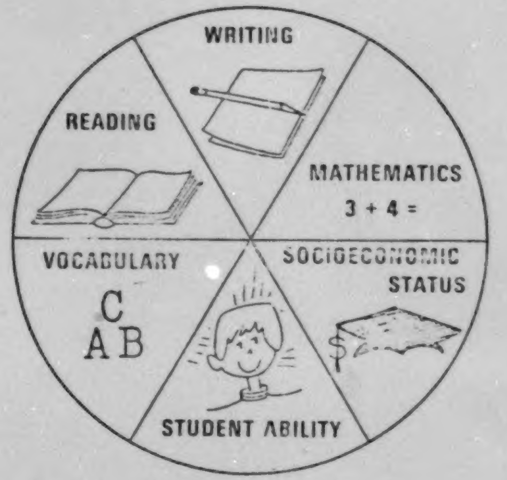

DOMAINS OF LEARNING
PSYCHOMOTOR
1. MUSCULAR SKILLS
2. MANIPULATION
3. ORIENTATION
AFFECTIVE
1. RECEIVING
2. RESPONDING
3. VALUING
4. ORGANIZATION
5. CHARACTERIZATION BY A VALUE COMPLEX
MEASURED BY THE ITBS
COGNITIVE
1. KNOWLEDGE
2. COMPREHENSION
3. APPLICATION
4. ANALYSIS
5. SYNTHESIS
6. EVALUATION

Figure 4. What Was Measured


WRITING
READING
MATHEMATICS
3 + 4 =
VOCABULARY
C
AB
SOCIOECONOMIC STATUS
STUDENT ABILITY

A major assumption underlying Maryland's accountability legislation is that the analysis and interpretation of pertinent test data and other information must lead to beneficial changes and modifications in instructional programs. The Maryland Accountability Program (MAP) should be viewed as a support system essential to sound management for improvement of public educational programs. It is not an artificial, superimposed program developed simply to comply with the Accountability Act, that is, the generation of information solely for reporting purposes. On the contrary, all information generated for MAP is to be analyzed and utilized in an effort to improve system and school programs throughout the state.

However, it is not sufficient to assume that the school's instructional programs become more effective and efficient only because the state has an assessment program. In keeping with the Maryland Educational Accountability Act, evaluation programs must be developed and installed in order to determine the effect that modifications of the instructional programs have upon goal attainment. Adequate evaluation of instructional programs requires the use of more than just norm-referenced tests such as the Iowa Tests of Basic Skills (ITBS) and the Cognitive Abilities Test (CAT). Criterion-referenced tests in reading, writing, and mathematics must be developed or adapted for use in Maryland's public schools. The state's accountability program must also be extended to domains other than the cognitive one. Current efforts in these areas are outlined in the next section.

1.4.3 Action Plan for the Assessment Component, Maryland Accountability Program

On July 30, 1975, the Maryland State Board of Education approved the Action Plan for the Assessment Component, Maryland Accountability Program. This five-year conceptual framework was developed during the spring by the Maryland State Department of Education Accountability Team, the Local Coordinators for Accountability, and the State Advisory Committee for Accountability. Some of the major features include:

- Continuation of the use of the Iowa Tests of Basic Skills (ITBS) and Cognitive Abilities Test (CAT), Nonverbal Battery, in Grades 3, 5, 7, and 9 through Year III, 1975-76 (see Section 1.5.3 for more details);
    - administering the ITBS and CAT only to Grades 3 and 7 beginning in Year IV, 1976-77.
- Initiation of the use of the Maryland Basic Skills Reading Mastery Test in Grades 7 and 11 in the fall of Year III, 1975-76 (see Section 1.5.3 for more details);
    - requesting funds for Fiscal Year 1976 to begin the two-year development of mastery tests in mathematics and writing for Grade 11, with implementation projected for Year V, 1977-78.
- Expansion of instrumentation to assess special education programs/services, beginning in Year III, 1975-76 (see Chapter 6 for more details).
- Beginning exploration for, or development of, assessment measures for selected aspects in the affective domain, such as student attitudes and interests, with implementation projected for Year IV, 1976-77 (see Chapter 7 for complementary activities under Pupil Services Component).
- Requesting in Fiscal Year 1977 and in Fiscal Year 1978 budgets funds for the development of additional or replacement assessment instruments for agreed upon ITBS elements in Grades 3 and 7, with implementation projected for Year V, 1977-78.

1.5 Accountability and Decisionmaking in Education

1.5.1 Models of Accountability

The ideas of accountability and assessment in education are best understood in the context of models for evaluation of educational programs. Educational programs may be considered at the state level, the school system level, and at the individual school level, and are discussed in the concept of any ongoing educational activity designed to produce specified changes in the behavior of the individuals who are exposed to it. A succinct review of evaluation models is provided by Austin and Panos in Educational Measurement.[2]

Ideally, an evaluative study involves the collection and analysis of information regarding inputs, outputs, and operations of educational programs, which comprise the three conceptually distinct components of any education program. "Inputs" refers to the talents, skills, aspirations, and other potentials for growth and learning that the student brings with him into the educational program. In addition, the characteristics of the student's family and the culture in which he lives are important inputs.

"Outputs" refers to the student's achievements, knowledge, skills, aptitude for future learning, values, personality, interpersonal relations, and other behaviors that are likely to be influenced by the educational program.

"Operations" refers to those characteristics of the educational program that are capable of affecting relevant student outputs. Included in operations are environmental experiences, educational interventions, learning experiences, learning strategies, curricula, teacher style and instructional techniques. Educational operations comprise the entire array of environmental variables that characterize a particular educational program -- the means to achieve the educational ends, i.e., goals of the program previously established.

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[2] Thorndike, Robert L. (ed.). Educational Measurement, Second Edition. Astin, Alexander W. and Panos, Robert J., "The Evaluation of Educational Programs." Wash., D.C.: American Council on Education, 1971, pp. 733-751.

1.5.2 Maryland's Approach

The accountability effort in Maryland is guided by an evaluation model which takes into account input, output, and educational process (operations) information as follows:

a. Analysis of Inputs

These include descriptions of community characteristics such as population size, median family income, percent of disadvantaged school age children, and an estimated level of parent education; school characteristics such as enrollment, average experience and salary of teachers and administrators education of teachers and staff, pupil/staff ratio, and daily attendance rates; financial characteristics such as the cost of instruction and administration; and finally, the level of student ability, as expressed in Standard Age Scores (SAS) and measured by the Nonverbal Section of the Cognitive Abilities Test (CAT).

The measurements of all these characteristics are reported in Tables 1 and 2 of the state and local education agency portions of this report, and in Table 3 of the school-by-school portions. (See Chapter 4.)

b. Analysis of Outputs

The primary output measures are the grade equivalent scores (GE) obtained by students in Grades 3, 5, 7, and 9 on the eight subtests of the Iowa Tests of Basic Skills (ITBS). Averages of these scores are shown in Table 2 of the state and local education agency portions of this report, and in Table 4 of the school-by-school portions.

Last year, ITBS scores formed the major measures of achievement collected and published.[3] This year, additional scores are being obtained and analyzed with the use of a Maryland-based test of basic reading skills in Grades 7 and 11 which will be published in a special report under separate cover. For subsequent years, additional mastery tests are planned in writing and mathematics for the eleventh grade, along with some specialized testing procedures for students in special education programs.

c. Analysis of Education Process

In the context of the evaluation model, the word "process" refers to everything which intervenes between the inputs and outputs: from curriculum goals and objectives to how teachers conduct their classes; from the nature of a principal's leadership style to the students' classroom behavior. In short, process evaluation considers the entire educational enterprise in action. Of the three, the process evaluation component is by far the most difficult to design and implement. Given the immense scope and complexity, any plans and procedures are likely to be either wholly inadequate or else hopelessly expensive, intrusive and time consuming.

In order to provide guidance and leadership in this area, a State Process Evaluation Team has been formed which includes local representatives with the assignment to study appropriate approaches. A report on the current status of the team's efforts is given in Section 1.5.6 following.

The three elements of Maryland's evaluation model, discussed above, are by no means separate and independent. Close links exist among the various measurements and observations which result from each of them. For this reason, the Maryland accountability effort goes beyond the mere listing of various numbers and scores.

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[3] Appendices C and D provide two additional output measures that reflect on the quality of Maryland Public Schools: Scholastic Aptitute Test and Achievement Tests (Appendix C) and the Maryland High School Graduate Follow-up Study (Appendix D).

One of these links is the relationship between the Standard Age Scores (an input referred to as SAS), and the grade equivalent scores (an output referred to as GE). In order to learn the strength of this link a regression analysis was performed on the data.[4] Based on this analysis, an individual school's average GE is compared to a Maryland norm for that school, which takes into account the average SAS for that school and the relationship between SAS and GE found in the Maryland data. (See Chapter 4, School Level - Accountability Assessment Information: Table 4).

In Table 4 the actual obtained average GE's for the schools are listed in the column headed "average GE", and by a simple subtraction of this number from the Maryland norm for that school ("Maryland Norm" column) the numbers listed in the "difference" column can be obtained. Of course, these differences can be negative, zero, or positive, depending on whether the obtained GE was higher, the same as, or lower than the Maryland norm. Such differences must be carefully interpreted.

The amount of difference (residual), positive or negative, should not be interpreted as a direct measure of the school's effectiveness or ineffectiveness. By the very nature of the analysis, half the schools will have positive residuals and the other half will have negative residuals. In fact, the average residual of the state is 0.00 on all subtests. If we took the residual as a direct measure of effectiveness, then the state as a whole would have zero effect. At best, the residual may be viewed as a hazardous, relative indicator, highly subject to error. The closer to zero, the more the residual loses its meaning with respect to being a "negative" or "positive" indicator. For this reason, the Maryland Accountability Program Report has adopted the practice of placing asterisks by those schools whose residuals are extreme.

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[4] See Appendix E for an explanation of the use of regression analysis in the Maryland Accountability Program.

The top 2.5 percent of the schools having positive residuals were asterisked. Similarly, the bottom 2.5 percent of schools with negative residuals were asterisked. Thus, in total, 5 percent of all schools received asterisks and thereby form the two extreme ends of the residual distribution. At this point, the most important caution of all must be exercised. No one knows, as yet, how and why these schools scored as they did. First of all, there is nothing in the analysis which guarantees that a school's performance is admirable because it obtained a positive, asterisked residual. Conversely, it cannot be claimed that there is necessarily anything "wrong" just because a school received a negative asterisked residual. However, it is appropriate to interpret these asterisked residuals as extreme, if only by definition. As such, they function as promising indicators of where the process evaluation might best begin. This completes a circle of interrelationships between the three elements of Maryland's evaluation model -- assessment measures are regressed against inputs, and the results used as road signs toward process evaluation.[5]

1.5.3 Instruments used to Measure Academic Ability and Achievement

Reading, language arts, mathematics, and academic ability were assessed by norm-referenced tests (Iowa Tests of Basic Skills and the Cognitive Abilities Test - Nonverbal Battery) in the third, fifth, seventh and ninth grades. (See Appendix F for a detailed discussion of assessment measurements used.) In addition, functional reading will be assessed in the seventh and eleventh grades by an objective-based test developed at the state level beginning in the fall of 1975 and results will be reported in a separate volume. The differences in the kinds of information provided by the two types of measurements should be considered when interpreting the test results.

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[5] See Chapter 3, "How To Use the Maryland Accountability Program Report," pp. 74-75, for an illustration of this procedure.

Norm-referenced achievement tests, such as the Iowa Tests of Basic Skills, are designed to provide information about student performance in broad academic areas in relation to the performance of other students who are selected as representative of the nation as a whole. The subject matter content of the tests is not precisely related to the instructional content of any particular school system or any individual teacher. The tests are designed to describe student performances in relation to the average score made by a national sample of their peers.

Norm-referenced ability tests, such as the Cognitive Abilities Test, are designed to provide information about student performance of other students who are selected as being representative of the nation. This test was used as a means of assessing the ability for academic achievement that the student brought to the learning situation.

Criterion-referenced, or objective-based tests, are developed for a purpose different from that of norm-referenced tests. Criterion-referenced tests are developed to assess the extent to which students have learned or mastered objectives specifically related to an instructional program. The performance of students on such tests is compared with the objectives of a program rather than with the performance of other students.

In 1970, the Maryland State Board of Education adopted the improvement of reading as one of its priorities. As one approach to the problem of improvement, Maryland educators looked at reading from a practical point of view. They wanted to know what basic minimum reading skills pupils would need in order to function and survive during the 1970's.

The reading specialists in the Maryland State Department of Education (MSDE), with the help of local educators and civic and business groups, defined functional reading skill objectives at both the elementary and secondary level. Reading programs were then developed and initiated to teach these skills. In 1972, reading specialists from MSDE and local school systems, with the help of an outside consultant, developed the Maryland Basic Skills Reading Mastery Test to assess these functional reading skills.

1.5.4 Strengths of the Assessment Component

No educational assessment program can be justified solely on the basis of gathering important information. The ultimate justification of assessment is that teachers, principals, specialists, superintendents, and other involved persons will be able to look at assessment results carefully and make some decision or take some action that is related to insights gained from the information. Assessment programs should be used to improve educational decision-making.

If test results are to be used properly for decision-making purposes, three important conditions must be met: (1) the most appropriate achievement test must be used; (2) the tests must be properly administered; and (3) the appropriate type of test result information must be available at the several levels involved in educational decisionmaking.

To satisfy the first condition, within the constraints imposed by limited time and financial resources, the Maryland Accountability Assessment Program was designed to use the Iowa Tests of Basic Skills (ITBS) instrument, which 18 of the 24 local school systems had selected previously as the best instrument for evaluating their own educational programs. Unlike other states where legislated programs have imposed an assessment program on local school systems primarily for the purpose of collecting data for a state report, the result was that Maryland could build on the testing programs already functioning in the majority of the local school systems.

To satisfy the second condition, i.e., proper administration of the test, the Maryland Handbook on the Accountability Assessment Program was developed with the consultative aid of the Center for Educational Research and Evaluation, Research Triangle Institute. The purpose of this handbook was to ensure statewide collection of uniform data so that the results of the testing would be reliable and valid. Inservice orientation and training sessions were held in each school regarding the procedures outlined in this handbook. These sessions, along with actual testing sessions, were monitored by state and local central office staff.

To satisfy the third condition, i.e., that the type of information needed for different levels of decisionmaking be available, the Maryland program used a hierarchical model. Persons at different decisionmaking levels make different kinds of decisions. For example, legislators and chief state officers make evaluative decisions based on the broad overall effects of the state's educational program. Individual school systems make evaluative decisions concerning the effects of different programs in their system while teachers, pupils, and parents make instructional decisions. Central administrative staffs seldom need scores for individual pupils, whereas individual student scores are essential for teachers.

In order to provide uniform statewide data for use at the highest hierarchical level, the constraints imposed by the program were: (1) that all systems use eight subtests of the ITBS and the nonverbal subtest of the CAT; (2) that Grades 3, 5, 7, and 9, be tested; and (3) that all tests be administered in the spring of the year -- March through May. The state receives only the mean (average) score and standard deviation (estimate of the dispersion of scores around the mean) for each school in a particular system in the eight required subtests of the ITBS and in the Nonverbal subtest of the CAT. The state report is based on these data. The state receives no data on individual pupil or teacher assessment.

At the local system level, each system provides for its own scoring and data analysis as it has in the past. The system is free to administer other subtests of the ITBS and CAT, to test other grades, and to use additional tests if it so desires. Each system collects whatever other data it needs for its own assessment purposes.

At the teacher and pupil level, teachers receive analyses of the performance of their class, and pupils receive their own individual test scores and, in most systems, pupil scores are also sent home to their parents. Individual teachers may receive analyses of the performance of their students on each test question on the ITBS. The ITBS is primarily a survey instrument designed to give an overall view of student performance in broad basic skill areas. One of its strengths, however, is that all test questions are referenced to a specific skill area such as reading to note details, capitalizing days of the week, use of verbs, reading, spacing and writing decimals. Analyses of pupil, class, school, and system performance on the items in the skill areas may be used by the local school systems as they desire.

Maryland's hierarchical model is most efficient. From one testing program, requiring approximately four and one-half hours of test administration time, data are provided not only for summary state accountability purposes but also for individual pupil, teacher, school, and system level instructional purposes.

1.5.5 Limitations of the Instruments used in Assessing Attainment of Maryland's Educational Goals

No standardized test covers all the subjects a school is trying to teach. With regard to the entire domain of learning, which includes the cognitive, affective, and psychomotor areas, only a small portion of the cognitive domain was measured by the ITBS, i.e., the basic skills in reading, mathematics, and writing.

Statewide assessment has not been undertaken for various other skill and subject-matter areas such as social studies, science, vocational education, and the arts, nor has information been collected on student attitudes, interests, and values -- the so-called affective domains of learning. There is also no information available regarding the psychomotor aspects of learning, e.g., eye-hand coordination, manual dexterity.

In addition, the educational goals and objectives established in Maryland for the areas of reading, mathematics, and writing are more comprehensive than for those measured by the ITBS, so that the match even in these areas is not ideal.

In the reading area, the ITBS addresses only the goals of using a word recognition system and comprehending various reading materials. The goals of utilizing a variety of reading materials, meeting the reading demands for functioning in society, and selecting reading as a personal activity are not addressed.

In the writing area, the ITBS assesses the individual's knowledge of the accepted conventions of punctuation, capitalization, language usage, etc. However, it does not assess the individual's ability to use the writing process to communicate personal feelings and ideas, or to respond to the demands and obligations of society.

In the mathematics area, the ITBS addresses the student's ability to recognize mathematical facts and symbols, to perform mathematical manipulations, and to solve mathematical problems. It does not assess the individual's ability to use mathematical reasoning and processes to meet personal and societal needs, or to appreciate and use mathematics.

In order to obtain a better relationship between Maryland's goals and objectives, the objectives assessed, and to obtain a more comprehensive picture of the educational product in Maryland, funds need to be provided for the development of more precise assessment techniques. The Division of Instruction, Maryland State Department of Education, has made a start in this direction by developing the Basic Skills Reading Mastery Test. This test specifically addresses the goals of meeting the reading demands for functioning in society, and selecting reading as a personal activity. Statewide assessment using the test in the seventh and eleventh grades began in the fall of 1975. Results will appear in a separate report.

1.5. 6 Summary of Process Evaluation Concerns

Soon after the accountability data for school year 1973-1974 (Year I) had been published, a team of local representatives was organized at the state level. Its purpose was to plan for educational process evaluation, as indicated in Section 1.5.2 of this report, and the team was charged with the responsibility to provide guidance and leadership in this area. Given the immense scope and complexity of the task, and the fact that process evaluation is as yet very undeveloped, the team has worked hard to prepare plans and procedures. As of this writing, actual field studies are in preparation for possible implementation during the 1975-1976 school year. An outline of the plans follows, and serves as a summary of process evaluation concerns.

What is to be evaluated? In Section 1.5.2, "process" was defined as:

> "...everything which intervenes between inputs and outputs: from curriculum goals and objectives to how teachers conduct their classes; from the nature of a principal's leadership style to the students' classroom behavior. In short, process evaluation considers the entire educational enterprise in action."

As far as it goes, this definition is useful. However, it does not specify what will be measured, and how.

There are three types of variables to be studied in the process evaluation. These are:

- School-Related Variables

  Included in this category are school resources related to students, e.g., total cost per pupil, or number of library books per pupil. These factors strongly affect the learning environment and the educational programs implemented.

- Classroom-Centered Variables

  Included in this category are variables such as teacher style and instructional techniques. Some instrumentation has already been developed in this type of evaluation and is being used by individual counties.

- Other School Variables

  Included here are a multitude of diverse variables ranging from the school leadership hierarchy to the availability and quantity of instructional materials and media.

These variables will be discussed in greater detail in Appendix G.

An important strategy associated with the intended process evaluation is to tie in its results with the ITBS residuals obtained under the assessment component of the accountability model. This strategy provides for the implementation of the process evaluation beginning in those schools which fall in the extreme ends of the ITBS residual score distributions. In this manner, it is hoped that exemplary programs will be identified, as well as areas in which special resources are needed.

1.6 Maryland's Future in Accountability

1.6.1 What Do the Results of the Maryland Accountability Assessment Program Show?

In the 1974-75 school year, Maryland's average performance in most of the achievement skill areas was slightly below the national average. On the other hand, Maryland's average performance in the ability area showed a progressive increase through the grades (see Chapter 4, Tables 2 and 2A, pp. 86-89).

The state average scores in vocabulary, reading comprehension, language total, and mathematical total over the four grades tested were within one standard deviation above the mean and one standard deviation below the mean, or where 68% of the national norm group scores were distributed. In Grades 3 and 5, Maryland's performance closely approximates the national performance. There is a tendency, however, for Maryland's scores to depart from the national norms in the higher grades. In the 7th and 9th grades the average scores are about one-half of a standard deviation below the national norm. The drop from the 5th to 7th grades is most noticeable. The fact that scores drop as we go up the grades is not unique to Maryland. There is a trend in the same direction nationwide. It is reflected also in the continuing drop of SAT scores in Maryland and nationwide (see Appendix C).

While several years, at least five, of data need to be collected before upward or downward fluctuations can be meaningfully interpreted, the decline observed in Year I data at the state level regarding student performance in the basic skill areas of reading, mathematics, and language arts, as measured by the Iowa Tests of Basic Skills, is once again demonstrated in Year II results. Moreover, when an analysis of covariance was performed on the state level data, which took the shifts in nonverbal ability into account, the positive differences, reported in Table 2A, disappeared. This means that the observed increases in the Year II data were not as large as might have been expected on the basis of the increase in nonverbal ability. (See Chapter 4, Section 4.1.1, Table 2A.) Opposite Table 2A, there is a discussion and analysis of the Year II results in a "question and answer" format.

Discussion of the MAP results at the system and school levels is provided in the narrative reports that precede the Local School System Level -- Accountability Assessment Information. (See Chapter 4, Section 4.2.) This material was prepared and submitted for publication in the MAP Report by each Local Education Agency (LEA).

On the basis of this assessment information and the identification in other tables of schools which are scoring well above or below the norm for Maryland schools serving students similar in ability test scores, no informed broad decisions can be made by governmental entities or educational authorities for educational program modification. Additional information must be assembled, analyzed, and interpreted. At least two types of additional information are needed:

- Results from a process evaluation of the operations of educational programs identified as attended by grades scoring extremely high or low. (Operations are characteristics of programs that seem capable of affecting student outcomes, which include educational interventions, learning experiences, curricula, teacher style, and instructional techniques.)
- Results from tests designed expressly to assess the attainment of additional instructional objectives in Maryland schools.

Hopefully, as adequate resources are made available, these two types of information will become increasingly available for use by decisionmakers at all levels.

In the meantime, one can only speculate as to the reasons for the standing of Maryland schools among the schools of the national norming sample and among themselves. Only detailed study of individual schools and their programs and an expanded approach to assessment can contribute to better understanding of the quality of the work of Maryland schools.

Accordingly, it is proposed that public education take a more penetrating look at its goals, programs, educational outcomes, and evaluation procedures. However, it is also proposed that far-reaching decisions related to program modification and resource allocation await information that will permit such decisions to be informed rather than intuitive ones.

1.6.2 Further Developments in Accountability

It is appropriate to ask at this point: What is required for the future program of accountability in the state and what needs to be achieved beyond this reporting of accountability assessment results to the Governor and the General Assembly?

Accountability can be said to exist when the following conditions have been met: (1) the state goals of education reflect the educational needs and interests of the population; (2) current student status, recent progress, and needed improvement in each goal area are matters of public record and specific objectives for improving the current status have been adopted; (3) programs to achieve specific objectives have been implemented; and (4) the cost of programs, i.e., the cost of achieving goals and objectives, is a matter of public record.

The emphasis of the MAP during the first two years has focused on the setting of goals and objectives at all three levels of public education -- state, school system, and individual school -- and on implementing a uniform assessment program. However, two equally important components of the MAP that have received less public attention are the Process Evaluation and Program Cost Components. During the 1974-75 school year, research proposals have been developed by State Education Agency (SEA) and Local Education Agency (LEA) staff members working together to explore the effects of educational process variables, such as program organization, methods of instruction, and student-peer-teacher interactions on achievement. (See Appendix G for more details.) Similarly, cooperative activities by state and local officials are under way to introduce new financial reporting procedures. The proposed revisions appear in the Maryland Financial Reporting Manual and are described in detail in Chapter 5. They are viewed as a necessary first step in the development of a cost-effectiveness model for Maryland public school programs.

This year's MAP Report also provides the Maryland public with an introduction to accountability activities in two new areas: *Special Education and Pupil Services*. While Special Education schools do not participate in the Maryland Accountability Assessment Program, state and local officials have recognized the need for development of appropriate assessment measures and for special education programs and services. In Chapter 6, SEA[6] and LEA special education program activities are reviewed, as are present plans by the state department and selected local education systems, to develop evaluation studies of educational programs for handicapped children. At the same time, Chapter 7 provides an introduction to state and local efforts towards the development of a comprehensive pupil services accountability-planning system.

The rationale for accountability and assignment of functions should strengthen and maintain state-local relationships in the model system of public education that was established in Maryland in the past. For many years, Maryland has enjoyed a healthy balance of state and local responsibility for education. Local initiative, along with financial equalization aid and other state services, has been fruitful for public education in Maryland. This balance between state and local responsibility should not be destroyed, but rather valued and fostered as the accountability program progresses.

State responsibility will need, initially, to focus on objectives pertaining to performance in the skill areas specified in the state law, and local school systems should be encouraged to establish objectives and evaluation procedures patterned to local needs and concerns in public education.

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[6] State Education Agency is synonymous with the Maryland State Department of Education.

During the 1974-75 school year, a major innovation under the Maryland Accountability Program involved the initiation of the Maryland Alternative Accountability Pilot Project.[7] Under joint sponsorship of the Maryland State Department of Education, the Maryland State Teachers Association and the National Education Association, six schools in three Maryland school systems[8] have been developing alternative assessment/accountability techniques for use at the school level in lieu of the state mandated assessment program. The pilot project will continue through June 1976, when an independent evaluation will be conducted to review the outcomes of the efforts of the six pilot schools, and to determine whether the project merits an extension and expansion under National Institute of Education support.

Implicit in the concept of accountability is the need for disclosure of all available information about the educational enterprise, communicated in such a way as to enable the general public to develop informed opinions about the public schools and recommendations for legislation with regard to the improvement of the quality of education in Maryland.[9] It is in the spirit of disclosure that this report is offered.

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[7] See Maryland Alternative Accountability Pilot Project Report: Phase I, Maryland State Department of Education, Division of Research, Evaluation and Information Systems, Accountability Section, November 1975.

[8] For additional information on the participating schools, see local school system narrative reports, Section 4.2.2 Anne Arundel County, 4.2.4 Baltimore County, and 4.2.17 Prince George's County.

[9] To assist the reader in the use and understanding of the MAP assessment data and tables, a new chapter has been added to this year's report. Definition of terms, sources of data, explanation of special elements and symbols, such as the asterisk (*), and instructions for interpreting the tables are provided in Chapter 3, pp. 60-75.

CHAPTER 2 MARYLAND STATE DEPARTMENT OF EDUCATION: ACCOMPLISHMENTS AND OBJECTIVES

2.1 Introduction

The purpose of this chapter is to describe in summary fashion the degree to which the Maryland State Department of Education (MSDE) achieved its major objectives in Fiscal Year 1975, and to lay out the principal objectives for Fiscal Year 1976.

The key term is "summary." Only those objectives which are believed to be of general interest have been selected for discussion. For a more detailed examination of accomplishments in 1975, the reader is referred to the FY 1975 Program Evaluation Report. The objectives for 1976 are contained in the State Department of Education's Short-Range and Long-Range Plans for FY 1976 - FY 1985. These two documents are prepared annually for transmittal to the State Departments of Planning, and Budget and Fiscal Services and are available at the Maryland State Department of Education, Office of Planning Services. The material that follows was abstracted from these documents.

This section of the report is presented in five parts which represent the five functional areas of activity of the Maryland State Department of Education. They are:

- Educational Programs;
- Public Library Programs;
- Vocational Rehabilitation Programs;
- General Management; and
- Program Support Services.

Each part lists some of the actual accomplishments in that functional area for Fiscal Year 1975 and the objectives for Fiscal Year 1976.

2.2 State Department's Major Functional Activities

2.2.1 Educational Programs

A. Early Childhood Education

Actual Program Performance

1. Provided technical assistance in planning and implementing early childhood education programs through the services of two early childhood education specialists and one coordinator.

2. Conducted a four-day Maryland State Department of Education Early Childhood Education Summer Institute entitled "Articulation Between Prekindergarten, Kindergarten and First Grade" involving supervisors, assistant superintendents, principals, teachers and supportive service personnel from 23 local education agencies (LEA).

3. Increased parent involvement in the total early childhood education program, particularly in the classroom, and participation in developing reinforcement packages for "take-home" purposes.

FY 1976 Objectives

1. Assist LEA's in diagnosing and prescribing the basic skills needed for educational development of young children in prekindergarten programs.

2. Provide the opportunity for early childhood education programs to followup on the Early Childhood Education Summer Institute, entitled "Articulation Between Prekindergarten, Kindergarten and First Grade," in individual counties and on a regional basis.

3. Aid in the development and refinement of early childhood education curricula materials in the numerous centers located throughout the state. These curricula materials are needed for initiating new early childhood education centers, refining established programs and responding to requests.

B. Elementary and Secondary Education -- Regular Services (to students of all ages and characteristics)

Actual Program Performance

1. Instructed an additional 500 teachers in the use of the new health education curriculum.
2. Developed eight media support packages to accompany the health education curriculum for use in classroom instruction and inservice training.
3. Trained 100 teachers to increase students' knowledge of political processes and services of local governments.
4. Published and distributed a resource guide of appropriate activities to assist the public and nonpublic schools in Maryland in their plans for celebration of the National Bicentennial. This publication won a national award.
5. Completed and secured approval for the State Plan for Metrication.
6. Published and distributed the interdisciplinary curriculum framework for environmental education for use by local school systems.
7. Completed revisions to criterion-referenced tests for basic skills in reading. The tests were given in pilot school systems.
8. Completed the four filmstrips and manuals for teachers of basic skills in functional reading.
9. Completed initiation of programs for early identification of learning problems in 17 school systems.
10. Completed the preparation of guidelines by which individual schools may measure the effectiveness of their total reading program.
11. Trained 450 supervisors and principals to improve their skill in functional reading programming.

12. Trained 150 trainers of reading volunteers.

FY 1976 Objectives

1. Develop and approve a set of statewide goals and objectives K-12 in four subject areas.

2. Develop and disseminate basic policy and guidelines for instructional programs in four subject matter areas.

3. Develop and field test an instrument that can be used to evaluate a total school program in reading.

4. Cause to be developed and implemented, in 14 counties and Baltimore City, a program whereby each student entering his first year in any kindergarten or first grade is evaluated for the purpose of identifying learning disabilities.

5. Develop a model training program for teachers using the filmstrips, tapes, and teacher's resource manual for functional reading.

6. Develop teaching-learning packages for students and teachers to use in the study of natural or urban areas in environmental education.

7. Develop and implement inservice programs to train kindergarten and first grade teachers in 15 school systems to screen and diagnose learning problems of children.

8. Develop and implement inservice programs to train kindergarten and first grade teachers in 15 school systems to modify or develop intervention programs to meet the needs of pupils with learning problems.

9. Develop and implement an inservice program to train the metric coordinators designated by the local superintendents of schools.

10. Develop and implement programs for the highly able readers at all levels.

11. Develop programs for the students with severe reading problems.

12. Plan and conduct bilingual and bicultural training programs for teachers and administrators in Regions I and II.

13. Plan and implement an awareness program for teachers, and administrators, parents, and the public to present the latest knowledge, trends, and curricular programs for the gifted and talented.

14. Develop a plan to completely revise the program of social studies for Grades K-12.

15. Develop a five-year schedule for planning state and regional conferences and seminars in the various curricular areas.

16. Hold a fall conference for directors of school-community centers programs.

C. Elementary and Secondary Education -- Pupil Services

Actual Program Performance

1. Published and disseminated the Career Education Resource notebook and the Foreign Language/ Career Education brochure.

2. Proposed bylaws on pupil records and suspension/ expulsion to the State Board of Education.

3. Revised and published the Curriculum for Student Development.

4. Held a state conference on open educational settings and forwarded recommendations to MSDE.

5. Completed the Annapolis Guidance Project Report.

6. Completed a first draft of the Pupil Services Accountability document.

7. Completed and published a joint report on high school-college articulation with the Maryland Council on Higher Education.

8. Appointed a Student Needs Assessment Task Force which has completed its data gathering phase.

FY 1976 Objectives

1. Develop and conduct cooperatively with the Maryland Association of Student Councils two statewide student conventions.

2. Complete evaluations of status of local student responsibility and rights documents.

3. Provide (with Maryland Leadership Workshop) training in leadership skills for 240 students.

4. Complete training of 150 educators in organization, planning, and curriculum development related to needs of special population, i.e., girls and women, minorities and the handicapped.

D. Elementary and Secondary Education -- Handicapped

Actual Program Performance

1. Improved and expanded the Special Services Information System for data on the handicapped.

2. Trained 1,264 regular teachers in concepts of special education.

3. Organized one more parent-infant project for hearing impaired, for a current total of four.

4. Improved skills of 20 teachers of severely and profoundly handicapped children under a Federal program which will be further expanded.

FY 1976 Objectives

1. Evaluate 100 percent of the educational programs in state institutions through the utilization of an interagency team of professionals.

2. Perform a Maryland State Department of Education evaluation by professional staff in 50 percent of the out-of-state facilities which enroll Maryland students.

3. Train 80 teachers to work with severely and profoundly handicapped children in public education programs.

4. Train 1000 elementary educators to work in the regular classroom with children having mild to moderate handicapping conditions.

E. Elementary and Secondary Education -- Handicapped, Vocational

Actual Program Performance

1. Developed a booklet entitled *Maryland's Handicapped*. This booklet is presently being distributed throughout Maryland and other states upon request.

FY 1976 Objectives

1. Provide consultant services for the inservice training of 25 personnel concerned with the instruction of disadvantaged persons in cooperative vocational education programs and special vocational education programs.

2. Develop and disseminate information and materials connected with inservice training programs for personnel providing vocational education for disadvantaged persons.

3. Review and approve program proposals submitted in terms of instructional staff, course content, physical facilities, and equipment to determine conformance with program goals and priorities and compliance with the state plan.

4. Assist participating LEA's in the development of curriculum, determination of institutional methods, and selection of educational aids to effectively serve the vocational needs of persons with special needs.

5. Include in the development of the state plan particular emphasis on programs, services, and activities for persons with special needs.

6. Monitor and evaluate five percent of the disadvantaged and handicapped programs in operation to determine whether student needs are being met.

7. Provide work experiences for young persons from low income families in order to enhance their future employability and provide, in part, financial means for them to continue their education.

F. Elementary and Secondary Education -- Disadvantaged

Actual Program Performance

1. Undertook the initial steps to develop the needs assessment handbook, including holding a statewide meeting of Title I, Elementary and Secondary Education Act (ESEA), staff and local Title I coordinators. Liaison was established with other divisions and agencies in order to obtain information relevant to the needs assessment handbook.

2. Developed procedures for maintaining comparability through the updating and dissemination of guidelines and regulations as well as through monitoring visits. Comparability has been maintained in all LEA's.

3. Increased the involvement of parents in the Title I program in all LEA's through regional meetings, dissemination, and intercounty visitations.

4. The division has adopted a very simple system which has reduced the time required to perform services.

FY 1976 Objectives

1. Develop a needs assessment handbook for use by the LEA's.

2. Develop a procedure for maintaining comparability through the updating of guidelines, dissemination of guidelines to LEA's, and monitoring comparability through reports and visits to LEA's.

3. Implement the consolidation of Title III, Elementary and Secondary Education Act (ESEA) under Public Law 93-380.

4. Develop supplementary centers and services so that these supplementary centers and services relate directly to the critical educational needs in Maryland that have been designated priority areas by the Maryland State Board of Education.

5. Help the staff of LEA's to determine critical educational needs and to develop proposals to provide solutions to these needs.

G. Elementary and Secondary Education -- Disadvantaged, Vocational

Actual Program Performance

1. Utilized funds from Part H of the Vocational Education Act for vocational students who had an economic need. Funds were allocated so that these students could continue their educations.

2. Implemented seven new programs to serve vocational education needs of disadvantaged students in trades and industry, business and office, cooperative education and health.

FY 1976 Objectives

(See E. above)

H. Elementary and Secondary Education -- Gifted and Talented

Actual Program Performance

1. Assisted Howard, Montgomery, Anne Arundel, Baltimore City, and Prince George's Counties in developing programs for gifted and talented students.

2. Extended program offerings in the Maryland Center for the Arts to include creative writing and gymnastics.

3. Held first State Conference for the Gifted and Talented in November 1974. Three hundred parents, students, teachers, and administrators attended.

FY 1976 Objectives

1. Complete a seminar for supervisors of reading in the 24 local school systems.

2. Hold state and regional conferences.

3. Offer programs for the gifted and talented in six local school systems.

I. Elementary and Secondary Education -- Vocational-Technical

Actual Program Performance

1. Provided funds to assist local education agencies in maintenance, expansion, and initiation of new occupational programs as identified in local plans. More than 183,893 secondary students were served in vocational education programs.

2. Developed a booklet entitled "Maryland's Handicapped," in conjunction with Special Education.

3. Planned and funded a new maritime program for implementation at the Maryland Training School.

4. Established a vocational evaluation (assessment) program at the Maryland Children's Center.

5. Implemented 14 cooperative education programs with an average enrollment of 35 students. All programs started are to continue into Fiscal Year 1975 with increased enrollment in each program area.

6. Held conferences and workshops throughout the state for approximately 750 administrators and teachers concerned with vocational education.

FY 1976 Objectives

1. Develop the Maryland State Plan for Vocational-Technical Education.

2. Help to plan and assist LEA's to conduct applicable inservice training programs for vocational-technical personnel.

3. Coordinate activities for vocational teacher evaluation programs in the state in the various vocational program areas as indicated in the state plan.

4. Participate in the coordinate curriculum development activities and programs in the LEA's in the various vocational program areas as indicated in local long range and annual plans.

5. Assist new and expanding industries within the state by providing training programs for new employees.

6. Implement a program of consumer education for students.

J. Elementary and Secondary Education -- Supplementary Services

Actual Program Performance

1. Performed duties at the state level in connection with four Title III projects in human relations, six in early childhood education, three in career education, one in improved teacher training and certification, four in education of the handicapped, and two in guidance and counseling.

FY 1976 Objectives

1. Implement and consolidated Title III under Public Law 93-380.

2. Develop supplementary centers and services within the legislative context indicated in Section 1a so that these supplementary centers and services relate directly to the critical

educational needs in Maryland that have been designated priority areas by MSDE.

3. Help the staff of LEA's to determine critical educational needs and to develop proposals to provide solutions to these needs.

K. Adult Education -- General Adult Education

Actual Program Performance

1. Increased the number of participants from 59,278 in 1974 to an estimated 72,000 participants in 1975.

2. Offered credit courses at seven institutions: Coppin State College, Frostburg State College, Johns Hopkins University, Morgan State University, Towson State, Salisbury State, and University of Maryland.

3. Increased by 20 percent the number of industrial sites or agencies which co-sponsor adult continuing education programs for employees.

4. Increased the number of adults enrolled in Adult Basic Education from 16,051 in 1974 to 18,756 in 1975. This represents a 16 percent increase in enrollment.

FY 1976 Objectives

1. Evaluate the effectiveness of the Adult Basic Education/Instructional Television teacher training series within the state and nationally.

2. Revise the state Adult Basic Education Plan to meet current Federal program regulations as determined and approved by the Maryland State Board of Education and the U.S. Commissioner of Education.

3. Increase by 10 percent the number of workshops, seminars, and conferences designed to improve local administrative competencies in adult education administration, curriculum development, and emergency preparedness.

4. Assist six higher education institutions in Maryland in establishing a core of Adult Education courses.

L. Adult Education -- General Educational Development (Testing Program)

Actual Program Performance

1. Exceeded the goal of expanding from 16 test centers to 18. The program was eventually expanded to 21 test centers.

2. Provided testing services for 15,323 examinees. This was 3,323 more than anticipated.

FY 1976 Objectives

1. Continue to provide General Educational Development (GED) testing services to qualified Maryland residents as mandated by statute.

2. Provide GED testing services of all military personnel stationed in Maryland per the request of United States Department of Defense (DOD).

M. Adult Education -- Vocational-Technical

Actual Program Performance

1. Provide more than 300 additional students with postsecondary occupational education and approximately 25 new associate degree and/or certificate occupational programs.

2. Allocated more than $200,000 to 16 local education agencies for approved adult vocational education courses and programs.

3. Allocated funds for more than $1,790,000 for postsecondary education to the 16 community colleges as compared with approximately $1,500,000 in the preceding fiscal year.

4. Developed and implemented two new adult business education programs to provide employment training for the inmates of the Division of Corrections.

FY 1976 Objectives

1. Provide leadership, management, and special services to expedite the effective operation of the state occupational education system by allocating resources to maintain the operation of state level services necessary for the planning, operation, and reporting in compliance with all applicable laws, rules, regulations, and State Board of Education priorities.
2. Maintain and operate a management information system, including 16 subsystems.
3. Develop and implement the Maryland State Plan for Vocational-Technical Education for the coming fiscal year.
4. Assist each local educational agency to develop and implement both an approved long range and an annual plan for vocational-technical education for the coming fiscal year.
5. Monitor five percent of the vocational-technical programs in the state in order to determine the future direction of existing programs.
6. Maintain, update, and disseminate manpower information by occupation based on current population and labor market information for use in program planning and evaluation.
7. Review and approve for allocation vocational programs in Appalachia within the budget available under the Appalachia Act.

N. Community Schools

Actual Program Performance

Funded 588 school-community centers in the 24 local school systems.

FY 1976 Objectives

1. Provide consultative service to all school-community centers as requested.

2. Hold a state conference for the educational and recreational directors of school-community center programs.

2.2.2. Public Library Programs

Public Library Services

Actual Program Performance

1. Presented the potential of Information and Referral Services to all 24 public library systems in the state. Twenty of the systems indicated a desire to inaugurate an Information and Referral Center in their system. Six library systems, with the assistance of the division's staff specialist, formulated plans for developing these services and received funding under the Library Services and Construction Act for implementation of the plans.

2. Filled 76 percent of film requests and 55 percent of requests for printed materials through the State Library Resource Center.

3. Developed, published, and distributed a Master Plan for Libraries which was approved by the Governor and the Advisory Council on Libraries. This plan will serve as a guide for the development of library services during the next five years.

FY 1976 Objectives

1. Formulate and conduct a field test of a planning model in three public library systems.

2. Complete the activities of the committee for formulating public library standards.

3. Collect and analyze information and data on public library programs.

4. Evaluate Federal and state funded pilot projects for service to the disadvantaged.

5. Formulate guidelines and plans for library service to the aging.

6. Design an outline for developing a file of services available for each county government.

7. Develop and implement a plan for serving the library needs of blind and physically handicapped college students.

8. Increase the number of readers who are eligible to use the Library of the Physically Handicapped.

2.2.3 Vocational Rehabilitation Programs

A. Placement, Guidance and Case Services

Actual Program Performance

1. Served 42,999 disabled (10 percent of goal), and rehabilitated 8,416 persons (101 percent of goal) under the Rehabilitation Act of 1973.

2. Served 3,016 (112 percent of goal), and rehabilitated 285 persons (95 percent of goal) under the Beneficiary Rehabilitation Program.

3. Served 1,975 (21 percent of goal), and rehabilitated 168 persons (168 percent of goal) under the Supplemental Security Income Program.

4. Served 2,962 persons (95 percent of goal), and rehabilitated 537 persons (107 percent of goal) under other programs.

5. Served 14,514 severely disabled citizens (66 percent of goal) and rehabilitated 3,536 (104 percent of goal).

6. Served 10,000 Public Assistance recipients (94 percent of goal), and rehabilitated 1,788 (94 percent of goal).

FY 1976 Objectives

1. For the traditional 16 major disability categories in which the division has prime concern, the number to be served and rehabilitated are shown on the following page:

	To Be Served	To Be Rehabilitated
1976	29,400	9,500

2. For the severely disabled as follows:

	To Be Served	To Be Rehabilitated
1976	16,500	3,800

B. Disability Determination

Actual Program Performance

1. Exceeded the goals established by adjudicating 51,207 disability determinations (122 percent of goal), and referring 13,406 cases (168 percent of goal) to Vocational Rehabilitation for services. In addition, the Maryland Disability Determination Program was ranked as one of the top five in the nation in adjudicating claims per manyear.

2. Completed the full implementation of the Supplemented Security Income Program, which became an integral part of the Disability Determination Program.

FY 1976 Objectives

1. Adjudicate 58,500 claims and refer 11,700 persons to the Department of Vocational Rehabilitation.

2. Add reconsideration interviews and due-process interviews through field visits to the local Social Security Offices.

C. Rehabilitation Center

Actual Program Performance

1. Admitted 768 clients and provided services for an additional 1,013 persons.

2. Achieved an average daily census of 269 clients.

3. Served 51 spinal cord injured clients and an additional 98 severely disabled persons in the Spinal Cord Program.

4. Provided evaluation services to 563 clients.

5. Provided training services to 550 clients.

FY 1976 Objectives

Provide services to 1,220 of those served; place 1,100 in employment.

2.2.4 General Management

A. Departmental Planning

Actual Program Performance

1. Gave training in planning skills to approximately 125 local school system and state hospital personnel with responsibility for special education.

2. Developed two short and long range plans for the department.

3. Initiated a study of alternative futures for education in Maryland.

4. Provided technical planning assistance as requested; provided service with respect to specific projects to all 24 local school systems and all 10 MSDE Divisions.

5. Completed basic planning and evaluation system guidelines for Maryland public schools.

FY 1976 Objectives

1. Coordinate planning at all levels to ensure the development of comprehensive plans to address identified needs.

2. Provide group and individualized staff development programs in planning and evaluation for MSDE and local school system administrative and supervisory personnel.

3. Assist six local school systems with the implementation of systematic, comprehensive, planning procedures with respect to a program or programs of local selection.

4. Design procedures for an annual assessment of consultive services required with regard to the local development or implementation of school system management improvement projects.

B. Fiscal Planning and Distribution of Resources

Actual Program Performance

1. Developed and presented a computer model for collecting costs for educational management to the Cooperative Accountability Project meeting in Miami and Denver. This model is ready for the testing phase.

2. Expanded the auditing function to include audits of Federal programs funded under ESEA Title I, made an analysis of the local audit reports and submitted critiques to the appropriate county superintendents.

FY 1976 Objectives

1. Initiate a study of five-year budget planning.

2. Change and improve the financial reporting system by achieving instant entry of financial data into computer and instant retrieval of information.

C. Department Personnel Management

Actual Program Performance

1. Solicited employment transcripts from local educational agencies on all employees eligible for the transfer of service credit for sick and annual leave purposes.

2. Established and completed a source data card system on race, sex, salary, job assignment, and job location for all employees of the Department.

FY 1976 Objectives

Improve services pertaining to fair employment practices and equal employment opportunity. Attainment of this objective will be determined by the hiring and promotion of women and minorities to fill positions at the higher policy and decisionmaking levels and by reduced incidence in the filing of grievances.

D. Staff Services: Publications

Actual Program Performance

Produced all publications scheduled for production during the fiscal year.

FY 1976 Objectives

Publish new edition of the Laws, the Directory and Annual Report. Also, publish materials on drugs, health, early childhood, and a history of vocational rehabilitation.

2.2.5 Program Support Services

A. Human Relations

Actual Program Performance

1. Rendered assistance to all local school systems requesting it. (That activity increased substantially over the previous year.)
2. Participated and assisted in summer workshop to develop human relations curriculum.

FY 1976 Objectives

1. Reduce confrontations, reduce tensions, and improve group understanding. By the end of 1976, 90 percent of the schools will function without any demonstrations or confrontations due to the desegregation of schools.

2. Provide institutes in human relations skills for SEA and LEA staffs. Six institutes and/or conferences will have been provided for Human Relations staffs throughout the state.

B. Field Services

Actual Program Performance

1. Conducted 36 regional meetings, eight regional conferences, and a statewide leadership conference.

2. Collected, analyzed and organized input from participants in regional conferences on graduation requirements and submitted data to MSDE staff.

3. Developed and disseminated bicentennial resources publication for Maryland teachers.

FY 1976 Objectives

1. Deliver consultative and liaison services requested and required.

2. Organize a professional leadership conference for school administrators.

C. School Media Services

Actual Program Performance

1. Conducted educational agency inservice training, i.e., Frederick County, production; Calvert County, planning media programs; Garrett County, media services in open schools; and Baltimore City, media workshop.

2. Conducted two regional ethnic and cultural workshops.

3. Conducted statewide facility workshop to provide guidance for local agencies in design of media facilities.

4. Conducted statewide educational technology fair.

5. Conducted three-day seminar for media and reading supervisors on reading programs for the gifted and talented.

FY 1976 Objectives

1. Complete research study on the state of newer media hardware utilization.

2. Complete report on long range planning for media technology in Maryland.

3. Assist all local school systems, nonpublic schools, and colleges and universities with information needed to develop sound media programs.

D. Instructional Television

Actual Program Performance

1. Provided 213 cassetted lessons of 17 series and the allied manuals (Western Maryland and Southern Maryland ITV Project).

2. Published a schedule booklet for the teachers of Maryland and aired 55 series via telecast.

3. Included three art series in the Channel 28 area schedule. Attendant manuals were supplied for these series.

4. Published and distributed 30,000 copies of the teachers' ITV schedule book.

5. Produced 10 lessons in Reading I and seven lessons in Reading II and nine lessons in Reading III after pilots were developed and evaluated and each of the three reading series. These lessons and the attendant manual materials were evaluated for revision and continuing production of other lessons.

6. Conducted seven three-day workshops for utilization of the 55 series for seven of the LEA's.

FY 1976 Objectives

1. Complete the content for the four reading series.
2. Publish and copyright the manual for the *Afro-American Perspective* series and the *Basic Education: Teaching the Adult* series.
3. Complete the production and pilot broadcast of 60 lessons in the Reading I, II, III series; complete the production and pilot broadcast of seven lessons of Reading IV.

E. Research and Evaluation

Actual Program Performance

1. Prepared, published and disseminated the Maryland Accountability Program Report to the Governor and General Assembly by January 29, 1975.
2. Refined the Maryland Accountability Assessment Program on the basis of Spring 1974 assessment experience through the publication of a revised manual of assessment procedures requirements.
3. Supported further developmental activities on the part of state/local goals and objectives committees in mathematics, reading, and writing.
4. Secured approval of the developmental action plan for the Assessment Component of the Maryland Accountability Program.
5. Piloted three evaluation systems with a view to general use across the state in vocational/technical education.

FY 1976 Objectives

1. Conduct the Assessment Component of the Maryland Accountability Program.

2. Publish and disseminate an issue of Review of Educational Research.

3. Coordinate vocational education research in Maryland.

4. Provide consultative services to LEA's in the area of research and evaluation in vocational education. Attainment will be signaled by a comparison between requests for service and the delivery of agreed upon services.

5. Provide internal consultative services to the MSDE in the area of research and evaluation.

F. Information Services

Actual Program Performance

1. Completed the programming required to produce the State Aid Reports on May 27, 1975.

2. Completed the programming to produce two reports:

   (a) Professional staff by certificate, by experience and by degree status.

   (b) Distribution of salary by selected professional positions.

3. Redesigned and reprogrammed the old High School Equivalence System.

4. Processed 67 new and revised forms.

5. Implemented the following projects:

   (a) To develop a records retention policy and plan of action.

   (b) To consolidate MSDE forms with assistance from LEA representatives.

6. Issued releases on enrollment, staff, financial and salary schedule information as near as possible to desired schedules. A new

statistical publication on pupil transportation was also released. Factors affecting the maintenance of schedules at local and state levels were the increasing number and complexity of information requests, the availability of qualified staffs, and the computerization of data -- both in programming and retrieval.

7. Prepared reports on graduate plans and graduate followup and distributed data to LEA's.

FY 1976 Objectives

1. Develop and implement management information system plans for an integrated local-state-Federal information network, incorporating the improvement of dissemination of research and management information and the reduction of unnecessary burdens on data sources.
2. Manage the pupil membership, certificated staff, and financial data systems.
3. Review, evaluate, and revise MSDE data systems in light of revisions published by U.S. Office of Education in the Handbook Series.
4. Conduct the High School Graduate Followup Study.
5. Provide management support for the transportation aid program.

G. Accreditation of Schools and Programs

Actual Program Performance

1. Provided consultative services prior to approval and/or accreditation for 476 schools and programs.
2. Conducted approximately 500 onsite evaluation visits prior to approval to determine compliance with applicable statutes, standards, rules, and regulations.

3. Conducted approximately 1,160 reevaluation visits after approval to determine continued compliance with applicable statutes, standards, rules, and regulations.

4. Provided consultative services for the improvement of schools and programs for approximately 565 schools and programs.

FY 1976 Objectives

1. Evaluate all teacher education programs (approximately 50) scheduled for revisit during this fiscal year.

2. Develop standards for the approval of competency based teacher education programs.

3. Determine the eligibility for approval of all nonpublic schools in Maryland which are subject to regulations by the Maryland State Department of Education.

H. Teacher Certification

Actual Program Performance

Issued 20,000 certificates either as renewal, initial, or advanced professional certificates.

FY 1976 Objectives

1. Evaluate the credentials received from applicants and make appropriate determinations of certification status for all applicants for the Maryland Teaching Certificate.

2. Complete a study of needed modification of the present record keeping system.

I. Transportation

Actual Program Performance

Developed two school bus driver training packages namely, "Pre-Trip School Vehicle Check" and "Driving Fundamentals." Also, completed guidelines to assure compliance with the Maryland Occupational Safety and Health Act, organized workshops for implementing Safety Instructional Systems in about one-half of the local school systems, and stored data for each child enrolled in driver education for research and evaluation purposes.

FY 1976 Objectives

Provide all students with adequate learning experiences in the area of safety so that they are able to cope with their environment. Attainment of this objective will be determined by instructing teachers and students about the hazards connected with laboratory and playground activities and by periodic reviews of facilities to assure that potential hazards have been reduced.

J. Food Service

Actual Program Performance

1. Increased participation in the following programs:

Programs	FY 1972	FY 1975
Non-Program Schools	58	72
Meals served to children	321,279	338,566
Children in preschool centers	5,865	18,201
Meals served to elderly citizens	0	874

2. Expanded the Health Education Workshops on Nutrition to elementary school teachers in the four regions to bring about a greater awareness of the need for good nutrition among school children and its importance to the learning climate of the student.

FY 1976 Objectives

1. Provide meals without cost to children in public and nonpublic schools.
2. Provide food service for the elderly by working cooperatively with other agencies.
3. Work with Federal and state legislators for the adoption of permanent legislation.

CHAPTER 3 HOW TO USE THE MARYLAND ACCOUNTABILITY PROGRAM REPORT

3.1 Introduction

The purpose of this chapter is to facilitate a clear understanding of the content and procedures used in the MAP Report without the necessity of referring to the technical explanations provided in Appendix E. To alleviate some of the confusion that arose following the publication of the initial report, this chapter contains all the tools, guidelines and information that are needed to interpret the data found in Chapter 4, The Maryland Accountability Assessment Information.

The format used here mirrors the structure of Chapter 4, with Tables 1, 2, 2A, 3 and 4 being illustrated successively on the left hand pages. Each table is accompanied by explanatory material on the page directly opposite. The data cited here in Tables 2 and 2A have been taken from the MAP Report, 1974-75, State Level Tables 2 and 2A. However, the data used in the School Level Tables 3 and 4 are fictitious and are provided only for illustrative purposes.

3.2 Explanation of Tables

The following tables are discussed in this chapter:

- Table 1. State Level[1] -- Community and Public School Resources Profile (pp. 60-65)
- Table 2. State Level[1] -- Nonverbal Ability in Average Standard Age Scores and Academic Achievement in Average Grade Equivalent Scores, by Skill Area and by Grade (pp. 66-69)
- Table 2A. State Level[1] -- Comparison of Year I (1973-1974) with Year II (1974-1975) Data in Average Standard Age Scores and Average Grade Equivalent Scores (pp. 70-71)
- Table 3. School Level -- Community and Public School Resources Profile (pp. 72-73)
- Table 4. School Level -- School Average Grade Equivalent Scores, by Skill Area, Compared with Maryland Norms Based on School Average Standard Age Scores (pp. 74-75)

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[1] The table format for the state level and system level is identical. For illustrative purposes, state level information is used for discussion in Chapter 3.

TABLE 1. STATE LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

(SAME AS: TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*)

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1974)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE

C. FINANCIAL CHARACTERISTICS (FOR 1973-1974 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES

* SEE CHAPTER 3, PAGES 60-65, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

EXPLANATION -- TABLE 1

In presenting state level and local school system level accountability data, it is necessary to describe first the Community and Public School Resources Profile. This table summarizes for the State of Maryland and for each local school system (23 counties and the City of Baltimore) resource characteristics which provide information on basic background factors intimately related to student performance on ability and achievement tests. Placed first, these three categories of Profile data can be used by the reader as a reference source of essential background information which is defined on pages 61, 63, and 65, when examining the succeeding tables on nonverbal ability and academic achievement test results.

A. COMMUNITY CHARACTERISTICS

DEFINITIONS

(1) TOTAL POPULATION

Comprises all persons whose usual place of residence is the State of Maryland (in the table dealing solely with state information) or for particular local units (in each of the county tables.) This figure is a 1973 estimate by the Bureau of the Census. (Usual place of residence is generally construed to mean the place where that person eats and sleeps most of the time.)

(2) MEDIAN FAMILY INCOME

Refers to the amount which divides the distribution of total number of families in two equal groups, one having incomes above the midpoint and the other having incomes below the midpoint. This figure is from a 1973 estimate by the Department of Economic Development, State of Maryland.

(3) PERCENT DISADVANTAGED SCHOOL-AGE CHILDREN

Refers to anyone living in a family with an income of $5,050 or less (for an urban, nonfarm family of four), based on the 1970 Census, Fourth Count.

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)

Refers to educational data on all males 25 years of age or older in the total population being discussed. The median number of school years completed is defined as the value which divides the population group into two equal parts -- one-half having completed more schooling and one-half completed less schooling than the midpoint. This figure is from the 1970 Census.

(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)

Refers to educational data on all females 25 years of age or older in the total population being discussed. The median number of school years completed is defined as the value which divides the population group into two equal parts -- one-half having completed more schooling and one-half having completed less schooling than the midpoint. This figure is from the 1970 Census.

ILLUSTRATION

(2) (4) (5)

Next to student ability, the most extensive literature on achievement-related variables deals with measures of socioeconomic status. Studies listed in Appendix E-3 present strong evidence that variance in school performance is associated with differences in socioeconomic background of the students.

(3)

This statistic provides an estimate of the additional efforts required by state and local school systems to provide special programs and other support services for children of school age who are living under conditions described as disadvantaged. The Federal Government has recognized the need for financial assistance in this area through programs, such as Title I, Elementary and Secondary Education Act, 1965 and Amendments.

TABLE 1. STATE LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

(SAME AS: TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE *)

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1974)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE

C. FINANCIAL CHARACTERISTICS (FOR 1973-1974 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES

* SEE CHAPTER 3, PAGES 60-65, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

EXPLANATION -- TABLE 1 (Continued)

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER 1974)

DEFINITIONS

(6) TOTAL SCHOOL ENROLLMENT:

The number of pupils on the current roll of a school system (or for the total state) as of September 30, 1974. (However, the figure for Baltimore City was determined as of October 30, 1974.)

(7) AVERAGE TEACHER SALARY:

Total annual salaries of school level professional staff, excluding school level administrators, divided by total number of school-level professional staff, excluding school level administrators, expressed in full-time equivalents. (School level professional staff, excluding school administrators, includes teachers, department heads, guidance counselors, librarians, and therapists.)

(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS:

Total annual salaries of school level administrators divided by total number of school level administrators, expressed in full-time equivalents. (School level administrators include principals, vice-principals, and administrative assistants.)

(9) AVERAGE YEARS TEACHING EXPERIENCE:

Total years of teaching experience of school-level professional staff, excluding school-level administrators, divided by total number of school level professional staff, excluding school level administrators.

(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE:

Total years of administrative and/or teaching experience, of school level administrators, divided by total number of school level administrators.

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE:

Number of professional staff with Master's Degree or above divided by total number of professional staff, expressed as a percent.

(12) PUPIL/STAFF RATIO:

Number of pupils enrolled (9/30/74) divided by number of school level professional staff. (School level professional staff includes school level administrators, teachers, guidance counselors, librarians, and therapists.)

(13) ATTENDANCE RATE

Total number of days of pupil attendance divided by total number of days of pupil membership, expressed as a percent. (Pupil membership is defined as the number of days a pupil was enrolled during the regular school session.)

ILLUSTRATIONS

(6)

Over the last decade, the school-age population has been gradually declining. The trend is presently most noticeable at the elementary level.

(12)

This figure alludes to the number of professional staff members available at the school level to provide instructional service to children.

In many school systems, professional staff are assisted by paraprofessionals, aides and volunteers who are not counted in computing this ratio.

(13)

Where the attendance dips below 90 percent (as a reasonable standard), the question of whether the lack of student attendance is indicative of an attitude towards school in general, and whether this attitude and the concomitant reduction in the time a student is exposed to school instruction is reflected in test scores, needs further investigation.

TABLE 1. STATE LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

(SAME AS: TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*)

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)

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(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE

C. FINANCIAL CHARACTERISTICS (FOR 1973-1974 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES

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* SEE CHAPTER 3, PAGES 60-65, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

C. FINANCIAL CHARACTERISTICS (FOR 1973-74 SCHOOL YEAR)

DEFINITIONS

(14) **TOTAL PER PUPIL EXPENDITURES:**

Computed by dividing current expenditures for instruction, administration, pupil services, health services, pupil transportation, operation and maintenance of plant, and fixed charges, excluding state's share of Teachers' Retirement and Social Security, by Average Number of Pupils Belonging (ANB). (ANB is defined as aggregate days of membership of pupils during the school year divided by the number of days schools were in session.)

(15) **PER PUPIL EXPENDITURES FOR INSTRUCTION:**

Computed by dividing the total instructional expenditures, including salaries of school level professional staff, other instructional school staff, and central office instructional staff, as well as expenditures for contractual services, supplies and materials, and other instructional expenditures, by Average Number of Pupils Belonging (ANB).

(16) **PERCENT EXPENDITURES FOR INSTRUCTION:**

Computed by dividing total current expenditures for instruction (see Item 15) by total current expenditures (see Item 14), expressed as a percent.

(17) **PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION:**

Computed by dividing salaries of central office administrators, and other administrative staff (excluding the central office instructional and pupil services staff), expenditures for contractual services, supplies and materials, and other administrative expenditures, by Average Number of Pupils Belonging (ANB).

(18) **PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION:**

Computed by dividing total current expenditures for central office administration (see Item 17) by total current expenditures (see Item 14), expressed as a percent.

(19) **PER PUPIL EXPENDITURES FOR PUPIL SERVICES:**

Computed by dividing the total expenditures for pupil services including salaries of pupil services staff (i.e., counselors, pupil personnel workers, visiting teachers, school social workers supervisors and directors of pupil services), expenditures for contractual services, supplies and materials, and other pupil personnel expenditures, by Average Number of Pupils Belonging (ANB).

(20) **PERCENT EXPENDITURES FOR PUPIL SERVICES:**

Computed by dividing total current expenditures for pupil services (see Item 19) by total current expenditures (see Item 14), expressed as a percent.

ILLUSTRATIONS

(14)

This figure represents the average total dollars for current expenditures that a school system spent for the education of each child during the 1973-74 school year.

(16) (18) (20)

It should be noted that total per pupil expenditure (Column 14) includes other expenditures besides those listed here, such as health services and pupil transportation, etc. (See definition (14)).

In future years, beginning in Fiscal Year 1978, new state guidelines for financial reporting will ensure greater comparability for cost data.

STATE OF MARYLAND

TABLE 2. STATE LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE *

(SAME AS: TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE *)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	64055	95.82	879	100.5	16.71	3.56	1.19
	5							
	7							
	9							
(2) READING COMPREHENSION	3	64085	95.90	879	100.5	16.71	3.63	1.27
	5	71712	96.77	862	101.5	16.58	5.29	1.54
	7	72980	90.02	240	101.4	16.68	6.87	1.81
	9	72633	87.23	223	102.1	16.97	8.42	2.00
(3) SPELLING	3							
	5							
	7	72980	89.95	240	101.4	16.68	6.99	2.15
	9							
(4) CAPITALIZATION	3							
	5							
	7	72980	89.95	240	101.4	16.68	7.02	2.11
	9							
(5) PUNCTUATION	3							
	5							
	7	72980	89.88	240	101.4	16.68	6.86	2.09
	9							

* SEE CHAPTER 3, PAGES 66-67, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

EXPLANATION -- TABLE 2

To provide comparable statewide assessment data, the Maryland Accountability Program (MAP) includes a uniform testing program which requires: (1) that all school systems use eight subtests of the Iowa Tests of Basic Skills (ITBS), and the Nonverbal Battery of the Cognitive Abilities Test (CAT); (2) that Grades 3, 5, 7, and 9 be tested; and (3) that all tests be administered in the spring of the year -- March through May.

DEFINITIONS

The ITBS skill areas which are listed vertically on Tables 2, e.g., vocabulary through punctuation on the opposite page, as well as, language usage through mathematical total on the following page, are described in detail in Appendix F of this report.

Column (1) -- To comply with the requirement of the Maryland Educational Accountability Act (see Appendix A) that each school be assessed, Grades 3, 5, 7, and 9 are presently being tested (excluding special education classes), and Grade 11 will be added in school year 1975-76.

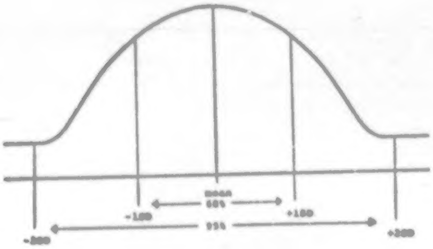
Column (2) -- This column reports the number of pupils on the current rolls of schools as of September 30, 1974. For nongraded schools, results were grouped and reported by nominal grade level, depending upon pupils' birthdates or years of previous schooling, excluding kindergarten.

Column (3) -- This column gives the number of students tested in the spring of 1975, divided by the number of students enrolled 9/30/75, expressed as a percentage. All systems, except Frederick County, tested all their children at the four grade levels. Frederick County utilized a sampling technique in Grades 7 and 9, instead of population testing procedures.

Column (4) -- Schools are included only if they have a Grade 3, 5, 7, or 9.

Column (5) -- Standard Age Score (SAS) is derived from the Cognitive Abilities Test, Nonverbal Battery, Form 1, 1971 edition. This series of tests measures abstract reasoning. Measures of scholastic aptitude are valuable in evaluating student achievement. The mean for the national norm group for Grades 3, 5, 7, and 9 is 100; National Standard Deviation (SD) is 16; and scores for individuals vary from 50 to 150.

Column (6) -- The SD provides an indication of the spread or variability of the scores in the distribution. The distance between one SD below the mean and one SD above the mean includes 68 percent of the cases in a normal distribution; while the distance between two standard deviations below and two above the mean encompasses approximately 95 percent.



Column (7) -- Grade Equivalent (GE) scores are derived from the Iowa Tests of Basic Skills, Form 5, 1971 edition. The GE of a given raw score on any test indicates the grade level at which the typical pupil makes this raw score.

There is a high probability that students who score 100 or more on ability measures, such as, the CAT, can be expected to score on grade norm on the ITBS achievement measures.

ITBS NATIONAL NORMS	
Grade 3	3.7
Grade 5	5.7
Grade 7	7.7
Grade 9	9.4

The GE scales vary between subtests. Do not assume that similar scores can be equated directly. Similar GE scores on reading and mathematical subtests do not indicate the same level of performance. For example, consider Joe Doe, who obtained a GE of 4.3 on the vocabulary subtest. Is it correct to say that his vocabulary has developed as far as the third month of the fourth grade? Most emphatically not. Before Joe's score can be interpreted, it must be known in which grade Joe was when he took the test and in which month of the school year the test was given. If Joe was a third grader and if he was tested in the spring, we can say that Joe did better than average as compared with the third graders in the national norm sample, since in this group the median GE for vocabulary is 3.7 (i.e., half of the norm sample scored 3.7 or better). Is it correct to say that in this case Joe is ten months ahead of his class and should skip a grade (at least in vocabulary)? Again, the answer is no. No one knows how fourth grade students would have performed on this third grade test and there is no way to compare or equate Joe's vocabulary to that of fourth graders. What is more, although GE's look like standard scores, they are not. Hence, such interpretation as "ten months ahead" is quite incorrect. For instance, because the variation of performance on vocabulary is so much greater than that on mathematics, let us say, a GE of 4.7 on a math subtest would represent a much higher standard by national norms (which for math is also 3.7) than the same score on vocabulary.

Column (8) -- Standard Deviation, see discussion above, Column (6).

STATE OF MARYLAND

TABLE 2. STATE LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE * (CONTINUED)

(SAME AS: TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE * (CONTINUED))

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3							
	5							
	7	72980	89.81	240	101.4	16.68	6.97	2.10
	9							
(7) LANGUAGE TOTAL	3	64085	95.28	879	100.5	16.71	4.01	1.24
	5	71712	96.34	862	101.5	16.58	5.53	1.54
	7	72980	88.88	240	101.4	16.68	6.98	1.86
	9	72633	85.51	223	102.1	16.97	8.46	2.06
(8) MATHEMATICAL CONCEPTS	3							
	5							
	7							
	9	72633	86.84	223	102.1	16.97	8.74	2.01
(9) MATHEMATICAL PROBLEMS	3							
	5							
	7							
	9	72633	86.77	223	102.1	16.97	8.41	1.98
(10) MATHEMATICAL TOTAL	3							
	5							
	7							
	9	72633	86.38	223	102.1	16.97	8.60	1.88

* SEE CHAPTER 3, PAGES 68-69, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

EXPLANATION -- TABLE 2 (Continued)

DEFINITIONS

The ITBS skill areas which are listed vertically on Tables 2, i.e., language usage through mathematical total on the opposite page, as well as, vocabulary through punctuation on the previous page, are described in detail in Appendix F of this report.

Terms used in Columns (1) through (8) are defined on page 67.

ILLUSTRATIONS

The vocabulary and reading comprehension data (shown on page 66) and the language total and mathematical total data (on the opposite page) have been printed in bold type because these categories of data are used in subsequent analysis in Tables 2A and 4.

LANGUAGE TOTAL

MATHEMATICAL TOTAL

It should be noted that language total and mathematical total are not ITBS subtests as such, but they are the averages of a set of subtests. For example: At the Grade 9 level, the mathematical total score of 8.60 is the average of the Grade Equivalent (GE) scores listed in Column 7 in Table 2, that is 8.74 in mathematical concepts and 8.41 in mathematical problems. Similarly, at the Grade 7 level, the language total score of 6.98 is the sum of the language usage (6.97), plus the three scores from the previous page , spelling (6.99), capitalization (7.02) and punctuation (6.86), divided by four.

8.74

8.41

8.60

(3)

95.28
96.34
88.88
85.51

Note the appreciable decline in "Percent of Students Tested" (Column 3). Does the percent tested reflect the true attendance rate for the school system? What are the implications of the problem of attendance at the secondary levels? Does a student's attitude toward school decline over the time spent in school? This area has a high priority for future research studies.

(5)

Note that the ability level of Maryland students at all four grade levels is above the CAT national norm group mean of 100:

Grade 3	100.5
Grade 5	101.5
Grade 7	101.4
Grade 9	102.1

(7)

Observe the widening gap between Maryland's performance and the national norm group's as we move up the grade ladder. For example, in the language arts skill area, the average Maryland third grader has developed at the first month of the fourth grade (4.01) as measured by the ITBS subtests, while the national norm group of third graders was at the seventh month of the third grade (3.7) as measured on the same instruments. Thus, Maryland children are performing about three months (+.31) ahead of the national sample group of third graders in language arts skill area. However, in the upper grades Maryland's performance in language arts falls below that of the national sample group, as indicated on the following table:

LANGUAGE TOTAL

MARYLAND OBSERVED SCORES	ITBS NATIONAL NORMS		DIFFERENCE
4.01	Grade 3	3.7	Plus three months
5.53	Grade 5	5.7	Minus two months
6.98	Grade 7	7.7	Minus seven months
8.46	Grade 9	9.4	Minus one year

What does this gap indicate? What are the instructional implications of this downward trend in performance? Are the tests a better measure of our elementary curriculum than they are of our secondary or middle school curricula? Do we need to develop better assessment measures that more accurately reflect our curriculum emphases? The development of improved assessment techniques is part of the Action Plan for the Assessment Component of the Maryland Accountability Program. (See Section 1.4.3 for more details.

STATE OF MARYLAND

TABLE 2A. STATE LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES ‡

(SAME AS: TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES ‡)

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975
NONVERBAL ABILITY	3	99.6	100.5
	5	100.8	101.5
	7	101.1	101.4
	9	102.2	102.1
VOCABULARY	3		
	5	5.25	5.25
	7		
	9	8.60	8.48
READING COMPREHENSION	3	3.57	3.63
	5		
	7		
	9		
LANGUAGE TOTAL	3	3.93	4.01
	5		
	7		
	9		
MATHEMATICAL TOTAL	3		
	5		
	7		
	9	8.72	8.60

* SEE CHAPTER 3, PAGES 70-71, FOR DEFINITION OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I AND YEAR II ARE FROM DIFFERENT STUDENT POPULATIONS.

EXPLANATION -- TABLE 2A

This table provides a comparison of the performance of the State of Maryland (or of a local school system) on a set of subtests in Year I (1973-74) with its performance on the same subtests in Year II (1974-75). The five categories of data that appear here were drawn from preceding Tables 2 of this year's report and from Tables 2 of the MAP Report, 1974-75.

DEFINITIONS

A detailed description of the instruments used to measure nonverbal ability and academic achievement is contained in Appendix F of this report:

NON-VERBAL ABILITY

- Nonverbal ability, or Standard Age Score (SAS), is derived from the Cognitive Abilities Test (CAT), Nonverbal Battery, Form 1, 1971 edition.
- Vocabulary, reading comprehension, language total and mathematical total are derived from the Iowa Tests of Basic Skills (ITBS), Form 5, 1971 edition, and they are reported in terms of Grade Equivalent (GE) scores. (See page 67, Column (7) for more details on GE.)

ILLUSTRATIONS

Three cautions need to be raised at the outset of this discussion of Table 2A data: first, it is important to note that the scores reported for Year I and Year II are from different student populations; second, simple positive or negative differences in themselves may not be significant; and third, interpretations of Tables 2A should be made with reference to Section 4.1.1, State Level Table 2A.

NONVERBAL ABILITY (SAS)	GRADE 3	99.6 to 100.5	+.9
	GRADE 9	102.2 to 102.1	-.1

As the accompanying sample of state level data illustrates, ability level, or SAS, has changed over the two years. Most notably, at the Grade 3 level, there has been an increase of nine-tenths of a point, and at the Grade 9 level, there has been a decrease of one-tenth of a point.

These changes in the ability level of the Year II population raises several interesting questions as we consider achievement changes in the four ITBS skill areas:

(a) Was there a "real" decline at the Grade 9 level in mathematical total and vocabulary?

(b) Similarly, was there a "real" increase at the Grade 3 level in reading comprehension and language total?

(c) How should we interpret the stable performance in vocabulary in Grade 5 over the two years?

From an analysis of the state level data, which is provided in Chapter 4, Section 4.1.1, opposite Table 2A, it can be reported:

(a) The observed decreases in mathematical total and vocabulary, at the Grade 9 level are significant decreases, even when the drop in SAS at the Grade 9 level is taken into account;

(b) It is easy to conclude that the observed increases in reading comprehension (plus .6 or little over half a month) and language total (plus .8, or almost a month) at the Grade 3 level are significant; however, because of the concomitant rise in SAS for Grade 3, these positive difference values are washed out;

(c) After adjusting Grade 5 on the basis of the increase in SAS, the 5.25 GE score in vocabulary becomes less than the previous year's mean score.

While the data may suggest many relationships, it is important to emphasize that several years, at least five, of data need to be collected before upward or downward fluctuations can be meaningful interpreted. The present data (Year I and Year II), constitute only a single observation of difference. It will be necessary to carefully monitor these fluctations and begin to systematically investigate the areas of continuous discrepancy -- whether they be of a positive or of a negative nature. (See discussion of state level Table 2A in Section 4.1.1 for more detail).

SAMPLE COUNTY (SCHOOL A-SCHOOL H)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
SCHOOL A	K-6	214	22.5	97.0	8.5	1.0	18.1	23.5	68.4	3.4	15.2	29,967
SCHOOL B	K-6	306	19.2	95.5	15.0	1.0	14.2	18.0	54.8	2.1	14.5	20,419
SCHOOL C	P-6	687	19.6	89.0	33.0	2.0	8.1	21.6	17.1	36.4	8.2	6,612
SCHOOL D	K-6	574	23.0	94.2	24.0	1.0	9.5	31.0	24.0	17.5	10.8	8,475
- - - - - - - - - - - - - - - - - - - FICTICIOUS DATA -												
SCHOOL E	K-6	752	21.5	94.9	33.0	2.0	10.4	34.0	11.4	2.6	11.7	11,153
SCHOOL F	K-6	589	16.4	90.9	33.0	1.0	10.2	37.8	22.2	47.2	9.0	5,796
SCHOOL G	K-6	422	21.3	94.5	18.8	1.0	13.1	24.0	20.2	5.4	12.5	14,261
SCHOOL H	K-6	574	20.3	95.9	27.3	1.0	8.2	11.6	20.5	4.5	12.4	12,976

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* SEE CHAPTER 3, PAGES 72-73 FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

EXPLANATION -- TABLE 3

Community and Public School Resources Profile information precedes the tables on ability and achievement test results on the individual school level as did the state and school system levels Profile information. In this way, community and school factors can be taken into account by the reader as the tables on ability and achievement test data are examined.

This table summarizes having basic school community characteristics as of September 1974 for each eligible school (having Grade 3 and/or 5 and/or 7 and/or 9) in a local school system. School characteristics data (Columns (1)-(9)) are supplied from Maryland State Department of Education publications. Community Characteristics data for School Age Children (Columns (10)-(11)-(12)) are supplied by Applied Urbanetics, Inc., which updated ESEA Title I statistics from the 1970 Census data.

Tables on individual school level -- Tables 3 and 4 -- should be treated as a set of intact data for each individual school. Each set of tables is indexed with the schools covered in that set of tables, e.g., Allegany County (Barton - Mount Royal). All schools are arranged alphabetically within three major divisions: elementary, middle combined and secondary.

DEFINITIONS

Column (1) GRADE ORGANIZATION:

The grade span for an individual school.

Column (2) TOTAL SCHOOL ENROLLMENT:

The number of pupils on the current roll of a school as of September 30, 1974.

Column (3) PUPIL/STAFF RATIO:

Number of pupils enrolled (9/30/74) divided by number of school-level professional staff (school level professional staff includes school level administrators, teachers, department heads, guidance counselors, libraries, and therapists.)

Column (4) PERCENT AVERAGE DAILY ATTENDANCE:

The sum of the days present of all students when school is actually in session divided by the number of days school is in session, expressed as a percent.

Column (5) TOTAL NUMBER TEACHERS:

Total number of school level professional staff, excluding school level administrators, expressed in full-time equivalents. (School level administrators include principals, vice principals and administrative assistants.)

Column (6) TOTAL NUMBER ADMINISTRATORS:

Number of school level professional staff who are primarily engaged in activities which have as their purpose the general regulation, direction, and control of the affairs of a school, expressed as full-time equivalents.

Column (7) AVERAGE YEARS TEACHING EXPERIENCE:

Total years of teaching experience of school level professional staff, excluding school level administrators, divided by total number of school level professional staff, excluding school level administrators.

Column (8) AVERAGE YEARS ADMINISTRATOR EXPERIENCE:

Total years of administrative and/or teaching experience, of school level administrators, divided by total number of school level administrators.

Column (9) PERCENT STAFF MASTER'S DEGREE OR ABOVE:

Number of school level professional staff with Master's Degree or above divided by total number of school level professional staff, expressed as a percent.

Column (10) PERCENT DISADVANTAGED:

Refers to the percent of children shown to be from poor families, using the Orshansky Index of poverty. The Orshansky Index is based on size of family, farm or nonfarm residence, sex of family head, and family income. This figure is from the 1970 Census, Fourth Count.

Column (11) MEDIAN EDUCATION OF MOTHER:

Refers to median education level of females who are 25 years of age or older.

Column (12) MEDIAN FAMILY INCOME ($):

Refers to the amount which divides the distribution of total number of families in two equal groups, one having incomes above the midpoint and the other having incomes below the midpoint.

ILLUSTRATIONS

Attention is invited to the interrelationships between the resource data, provided in Table 3, which individually and collectively, have been shown to influence student achievement. For example:

⑩ ⑪ ⑫

State analysis and research studies in the literature demonstrate that there is a strong relationship between Socioeconomic Status (SES) variables of these kinds and scholastic aptitude and ability to do school work. Therefore, when there is a high incidence of disadvantaged or low measures of family wealth and/or education, aptitude and achievement of the students can be predicted to be low.

Notice that the resource levels vary substantially among individual schools within the same system, e.g., from 2.1 percent to 47.2 percent disadvantaged, from 8.2 years to 15.2 years education of mother, from $5,796 to $29,967 median family income.

⑦ ⑨

These are measures of the characteristics of school level professional staff: the length of experience (Column 7), has possible implications for program cost analysis, as well as for impact on the instructional program; and the academic credential (Column 9) is a proxy measure for an individual's knowledge of his field or subject matter.

④

Where the attendance dips below 90 percent (as a reasonable standard), the question of whether the lack of student attendance is indicative of an attitude towards school in general, and whether this attitude and the concomitant reduction in the time a student is exposed to school instruction is reflected in test scores, (see Table 4), needs further investigation.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES‡

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
SCHOOL A	3	115.3	4.30	4.52	-.22	4.70	4.62	.08	4.90	5.00	-.10	4.30	4.50	-.20
	5	118.1	7.0	6.72	+.28	7.00	6.70	.30	7.00	6.92	+.08	6.60	6.83	-.23
SCHOOL B	3	112.5	4.70	4.34	+.36	4.80	4.44	.36	4.90	4.81	+.09	4.50	4.34	+.16
	5	109.4	6.40	5.95	+.45	6.10	5.96	.14	6.20	6.19	+.01	6.60	6.13	+.47
SCHOOL C	3	90.5	2.25	2.92	-.67 *	2.44	2.96	.52	2.76	3.35	-.59	2.63	3.06	-.43
	5	89.8	3.94	4.22	-.28	4.02	4.30	.28	4.31	4.55	-.24	4.42	4.57	-.15
SCHOOL D	3	91.3	3.76	2.97	+.79 *	2.74	3.01	.27	3.61	3.40	+.21	2.96	3.11	-.15
	5	94.1	4.87	4.60	+.27	4.63	4.67	.04	5.40	4.91	+.49	4.96	4.91	+.05
					- - - - - - FICTICIOUS DATA - - - - - -									
SCHOOL E	3	103.4	3.40	3.75	-.35	3.38	3.83	.45	3.54	4.21	-.67	3.51	3.81	-.30
	5	105.3	5.51	5.59	-.08	5.63	5.61	.02	5.42	5.85	-.43	5.34	5.81	-.47
SCHOOL F	3	88.4	2.26	2.79	-.53	2.58	2.82	.24	2.87	3.21	-.34	2.81	2.94	-.13
	5	87.5	3.35	4.04	-.69	3.98	4.13	.15	3.59	4.39	-.80 *	3.78	4.41	-.63 *
SCHOOL G	3	94.9	3.62	3.16	+.46	3.64	3.24	.40	3.82	3.62	+.20	3.48	3.32	+.16
	5	100.4	4.70	4.95	-.25	4.92	5.12	.20	4.90	5.34	-.44	5.05	5.37	-.32
SCHOOL H	3	100.7	3.68	3.57	+.11	3.72	3.66	.06	4.10	4.01	+.09	4.04	3.64	+.40
	5	106.4	5.79	5.50	+.29	6.25	5.65	.60 *	6.53	5.76	+.77 *	6.42	5.80	+.62 *

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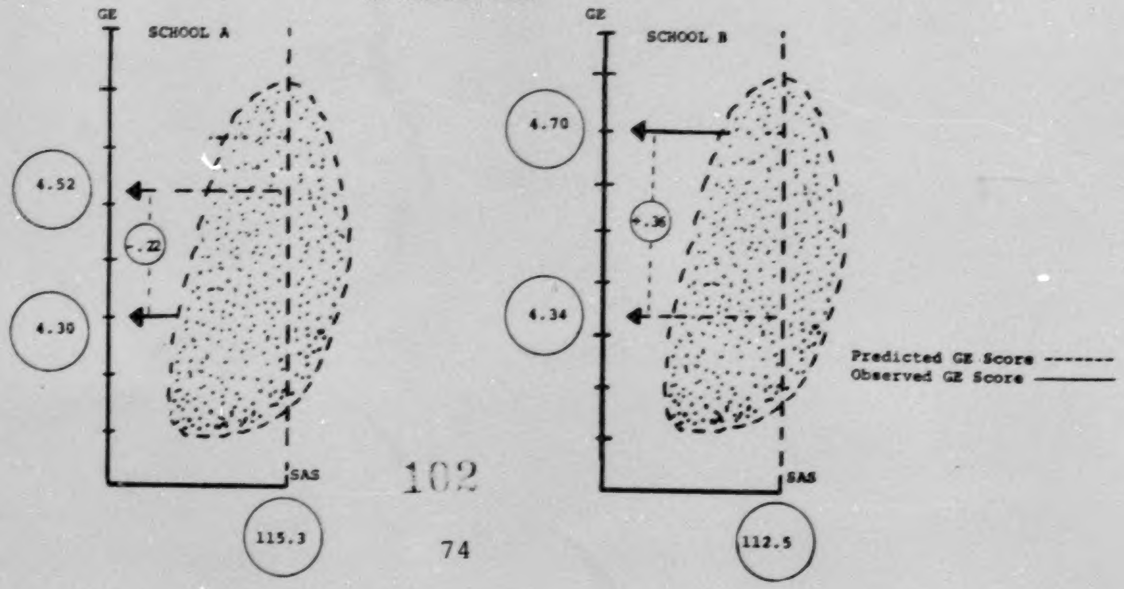
‡ SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

ILLUSTRATION OF REGRESSION ANALYSIS PROCEDURE USED IN GENERATING THE MARYLAND NORM



EXPLANATION -- TABLE 4

This table presents a statistical comparison between a specific school's achievement in four skill areas of ITBS and the achievement of other schools in Maryland where grades have the same average tested level of nonverbal ability. Data are presented for: (1) the local school system, for which results from individual schools within the system having Grades 3, 5, 7, and 9 (excluding special education schools) are aggregated; and (2) each such individual school within the system. The nonverbal ability and academic achievement data presented in the tables of this report are based on the average score made by a grade in a school. No data on individual students or individual classrooms were collected by the state. Each local school system collected its own data on individual students and classrooms in relationship to its own needs for program or pupil appraisal and reported by grade for each school for the MAP Report.

DEFINITIONS

A detailed description of the instrument used to measure nonverbal ability and academic achievement is contained in Appendix F of this report:

- Vocabulary, reading comprehension, language total and mathematical total are derived from the Iowa Tests of Basic Skills, Form 5, 1971 edition, and they are reporting in terms of Grade Equivalent (GE) scores. (See page 67, Column (7), for more details on GE.)

- Nonverbal ability, or Standard Age Score (SAS), is derived from the Cognitive Abilities Test, Nonverbal Battery, Form 1, 1971 edition. Average SAS is computed by grade for the individual school.

- GE scores are derived from the Iowa Tests of Basic Skills, Form 5, 1971 edition. The GE of a given raw score on any test indicates the grade level at which the typical pupil makes this raw score.

  Average GE is the average GE score computed for a skill area, such as vocabulary or reading comprehension, by grade for the individual school. (See p. 76 for the School Grade Equivalent Averages in the ITBS national norm group.)

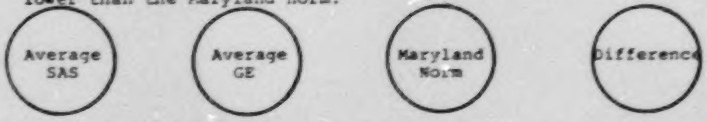
- Maryland norm is the predicted GE for a school, taking into account the average SAS for that school and the relationship between SAS and GE found in the Maryland data.

- Difference is the result of subtracting an observed average GE score from the Maryland norm.

ILLUSTRATIONS

One of the activities of the Maryland Accountability Program (MAP) is to investigate the relationship between the Standard Age Scores (an input referred to as SAS), and the GE scores (an output). In order to learn the strength of this link a regression analysis was performed on the data. (See Appendix E for description of this statistical procedure.)

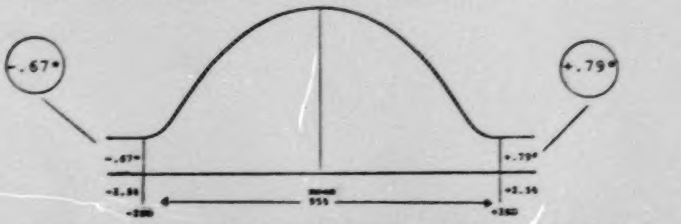
Table 4, an individual school's average GE is compared to a Maryland norm for that school. The actual obtained average GE's for the schools are listed in the Column headed "Average GE", and by a simple subtraction of this number from the Maryland norm for that school (Column "Maryland Norm") the numbers listed in the "difference" column can be obtained. Of course, these differences can be positive, zero, or negative, depending on whether the obtained GE was higher, the same as, or lower than the Maryland norm.



How is the Maryland norm derived? Taking two schools at Grade 3 level that have a respective average SAS scores of 115.3 (School A) and 112.5 (School B), the regression equation permits the computation of a predicted score value in a specific skill area, such as vocabulary; 4.52 for School A and 4.34 for School B, based on their respective SAS scores and the relationship between the SAS and vocabulary GE scores found in the Maryland data. By subtracting the observed GE of each school (4.30, School A) (4.70, School B) from the expected GE score, a difference score results -- for School A, -.22 and for School B +.36. (See p. 74.)

The amount of difference (residual), positive or negative, should not be interpreted as a direct measure of the school's effectiveness or ineffectiveness. By the very nature of the analysis, half the schools will have positive residuals and the other half will have negative residuals. In fact, the average residual of the state is .00 on all subtests. (See Chapter 1, Section 1.5.2 for more details.)

What does the asterisk (*) mean in Table 4? The MAP Report has adopted the practice of placing asterisks by those schools whose residuals are extreme. To be more precise, the top 2.5 percent of the schools having positive residuals were asterisked. Similarly, the bottom 2.5 percent of schools with negative residuals were asterisked. Thus, in total, 5.0 percent of all Maryland schools received asterisks and thereby form the two extreme ends of the residual distribution.



DISTRIBUTION OF RESIDUALS FOR VOCABULARY GE'S, GRADE 3

It is appropriate to interpret these asterisked residuals as extreme, if only by definition. As such they function as promising indicators of where process evaluation might best begin. Note the interrelationships between the three elements of Maryland's evaluation model discussed in Section 1.5.2. Assessment output measures are regressed against inputs, and the results are used as road signs toward process evaluation.

EXPLANATION -- TABLE 4 (Continued)

SCHOOL GRADE EQUIVALENT AVERAGES IN THE ITBS NATIONAL NORM GROUP

The chart below provides more precise information about the medians by grade and skill area, for school averages in the national norm group:

Range for Medians of School Grade Equivalent Averages in the National Norm Group (ITBS)‡

	Vocabulary	Reading Comprehension	Language Total	Mathematical Total
3rd grade	3.7 - 3.8	3.8 - 3.9	3.9	3.7 - 3.8
5th grade	5.7 - 5.8	5.8 - 5.9	5.8 - 5.9	5.7 - 5.8
7th grade	7.6 - 7.7	7.7 - 7.8	7.7 - 7.8	7.7 - 7.8
9th grade	9.3 - 9.4	9.3 - 9.4	9.4	9.4 - 9.5

‡ Schools below the range would rank with the lower 50 percent of schools nationally, and schools above the range would rank with the upper 30 percent of schools nationally.

The following chart is designed to assist the reader to identify the general location of a particular school's achievement in relation to the national distribution of school averages by grade and skill area.

Range of School Average GE's Which Would Include Approximately the Middle 40 Percent of the National Distribution of School Averages (ITBS)‡‡

	Vocabulary	Reading Comprehension	Language Total	Mathematical Total
3rd grade	3.5 - 4.0	3.6 - 4.1	3.6 - 4.2	3.5 - 4.0
5th grade	5.4 - 6.1	5.5 - 6.2	5.4 - 6.2	5.4 - 6.1
7th grade	7.3 - 8.1	7.4 - 8.2	7.3 - 8.2	7.4 - 8.1
9th grade	8.9 - 9.8	9.0 - 9.8	8.9 - 9.9	9.1 - 9.8

‡‡ Schools below the range would rank with the lower 30 percent of schools nationally and schools above the range would rank with the upper 30 percent of schools nationally.

CHAPTER 4 MARYLAND ACCOUNTABILITY ASSESSMENT INFORMATION

Introduction

Presented in this chapter is information related to results of the Assessment Component, Maryland Accountability Program (MAP), for school year 1974-75. The statewide assessment program is organized so that accountability information is provided for the three levels of public education in Maryland: state level, system level, and school level.

- The first section of Chapter 4 focuses on a discussion and presentation of State Level -- Accountability Assessment Information.
  - State of Maryland Narrative Report[1]

    A. Development of School Level Objectives: School Year 1974-75

    B. Accountability Assessment Results at the State level
  - State of Maryland Assessment Results

    Table 1. State Level -- Community and Public School Resources Profile

    Table 2. State Level -- Nonverbal Ability in Average Standard Age Scores and Academic Achievement in Average Grade Equivalent Scores, by Skill Area and by Grade Scores

    Table 2A. State Level -- Comparison of Year I (1973-74) with Year II (1974-75) Data in Average Standard Age Scores and Average Standard Grade Equivalent Scores
- The second section of this chapter is subdivided into twenty-four parts, one for each Local Education Agency, and contains Local School System Level -- Accountability Assessment Information.

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[1] This material was prepared and submitted for publication in the MAP Report, 1974-75, by the Accountability Section, Division of Research, Evaluation, and Information Systems, Maryland State Department of Education, November 1975.

- School System Narrative Reports[2]

  A. Present Status of Accountability Program

  B. Local Assessment Activities

  C. Comments on Accountability Assessment Results

  D. Program Modification Activities

  E. Unmet Needs for Resources to Permit Improvement of Program Services

  F. Local Education Agency General Comments (Optional)

- School System Assessment Results

  Table 1. System Level -- Community and Public School Resources Profile

  Table 2. System Level -- Nonverbal Ability in Average Standard Age Scores and Academic Achievement in Average Grade Equivalent Scores, by Skill Area and by Grade Scores

  Table 2A. System Level -- Comparison of Year I (1973-74) with Year II (1974-75) Data in Average Standard Age Scores and Average Standard Grade Equivalent Scores

- Individual School Assessment Results

  Table 3. School Level -- Community and Public School Resources Profile

  Table 4. School Level -- School Average Grade Equivalent Scores, by Skill Area, Compared with Maryland Norms Based on School Average Standard Age Scores

To assist the reader in the use and understanding of the MAP assessment data and tables, a new chapter entitled "How to Use the Maryland Accountability Program Report" has been added to this year's report. Definition of terms, sources of data, explanation of special elements and symbols, such as the asterisk (*), and instructions for interpreting the tables are provided in Chapter 3, pp. 60-75.

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[2] This material was prepared and submitted for publication in the MAP Report, 1974-75, by each Local Education Agency, September 1975.

4.1 STATE LEVEL -- ACCOUNTABILITY ASSESSMENT INFORMATION

4.1.1 State of Maryland

MARYLAND
GARRETT
ALLEGANY
WASHINGTON
CARROLL
BALTIMORE
CECIL
HARFORD
FREDERICK
BALTIMORE CITY
KENT
HOWARD
QUEEN ANNES
MONTGOMERY
ANNE ARUNDEL
CAROLINE
PRINCE GEORGES
TALBOT
CALVERT
CHARLES
DORCHESTER
ST. MARYS
WICOMICO
SOMERSET
WORCESTER

Introduction

This narrative section focuses on two activities. The first part provides a status report on one component of the Maryland Accountability Program, the development of objectives at the school level. This important educational task comprised the major accountability activity other than testing during school year 1974-75, and was the culmination of a process that had been initiated in school year 1972-73 in compliance with the Maryland Educational Accountability Act. (See Appendix A.) The second part contains an analysis of the state level results of the Maryland Accountability Assessment Program, 1974-75.

A. Development of School Level Objectives: School Year 1974-75

Background

For many years previous to the accountability movement, the goals of education were implied but seldom specified. Obviously, mastery of the basic skills for literacy has always been a goal, but many other areas of concern to citizens and educators have not consistently had goals which were clearly identified. The Maryland Educational Accountability Act calls for goals and objectives to be specified on the state school level, the local school level, and the individual school level. Before measureable objectives can be written, the more general goals of education must be determined.

The State Plan for Educational Accountability, adopted by the State Board of Education, called for the State Advisory Committee on Accountability to recommend state goals in education by June 1973. Previously, a statewide needs assessment study had been conducted to determine what general goals the public at large had for public education in Maryland. The State Advisory Committee for Accountability worked intensively with three goals committees. These state/local goals committees were composed of curriculum specialists in the three basic skill areas: reading, writing, and mathematics. Together they drafted, redrafted, and finally agreed upon the Statewide Goals in Reading, Writing, and Mathematics, which were recommended to and approved by the State Board of Education on June 20, 1973. (See Appendix B.)

During the 1973-74 school year, the inaugural year of the Maryland Accountability Program (MAP), each Local Education Agency (LEA) was required to develop system goals in the three basic skill areas which conformed to the framework of statewide goals. The outcome of this activity was described in the narrative reports preceding each system's assessment data in Chapter 4 of the first Maryland Accountability Program Report, School Year, 1973-74.

Development of School Level Objectives

As of September 1975, all regular Maryland schools have established school level objectives in the basic skill areas. The Maryland Educational Accountability Law, as indicated by comments of the Local Coordinators of Accountability (LCA), such as the examples below, has had a very definite and potentially positive influence on activities related to the establishment of goals and objectives.

- Beginning efforts to implement the law have had an influence on the following: (1) Goals and objectives at the system level and at the school level have become less general in nature. When goals and objectives have been stated in more recent years, there has been a degree of specificity inherent that heretofore was not evident. (2) Goals and objectives have become more student oriented, the most important outcome of a course or a program being what students obtain from their course involvement. (3) The formal evaluation of goals and objectives has been re-emphasized. The evaluative dimension of the process of course development as well as implementation and refinement is being emphasized and required to an extent not evident in the past.[1]

- This process met the intent of the Superintendent of Schools to give major emphasis to establishing school objectives in view of their fundamental importance in giving direction to the development of instructional programs.[2]

During the past year, each LEA established a mechanism to review the school developed objectives. These procedures varied among LEA's from the assignment of one professional in a system to the establishment of skill area task forces in the three basic areas. Description and commentary on the specific procedures utilized by the 24 individual systems is provided in the Narrative Reports on School Level Goals and Objectives, which was prepared by each accountability coordinator this past September. A volume that includes these local narratives, as well as complementary materials relating to the formulation of school level objectives, has been assembled at the Maryland State Department of Education, Division of Research, Evaluation and Information Systems, Accountability Section.

Over the past two years, a large percent of the inservice and professional days for staff furnished by the various LEA's has been devoted to the task of developing objectives at the school level. Administrative and supervisory staff have arranged numerous workshops directly related to the formulation and construction of behavioral objectives. The Narrative Reports indicate that the quality of the output from the individual schools varies within a system, from school to school, and across systems. Similarly, it was noted that some LEA's utilized systematic or centralized approaches, e.g.: critical path management networks, management by objectives, and programs of studies, while other systems allowed for a more decentralized and individualized approach, with each school addressing the task in its own fashion. Several systems empowered a formal committee which had the responsibility for organizing system policies relating to accountability activities identified in one system as the Central Accountability Committee.

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[1] Narrative Reports on Setting School Level Objectives, School Year 1974-75, Maryland State Department of Education, Division of Research, Evaluation and Information Systems, September 1975.

[2] Ibid.

The activity of developing school level objectives is only the beginning of an ongoing process whereby schools will regularly review and update their objectives based on feedback from many types of evaluation procedures, including standardized testing, i.e., the Iowa Tests of Basic Skills, and individually designed techniques, i.e., teacher-made assessment procedures. However, the following was indicated in one system's narrative report:

- Viewed from the standpoint of the work to be accomplished, we have only begun the process of preparing collections of assessment measures useful to teachers for evaluating student progress and tests useful for school and systemwide program evaluation. Our experience, thus far, shows the task is large and requires a significant commitment in staff and resources. The goal is a worthy one because those who suggest priorities for the gifted, disadvantaged, minorities, the junior high school, or individualization of instruction usually see the preparation of improved collections and uses of objectives and improved evaluation procedures as requisites.[3]

One system has initiated the process of developing a frequency count of school level objectives. Based on this analysis, they will determine what percentage of objectives the present systemwide assessment program measures, and in what areas they need to develop additional assessment techniques and measures. A local coordinator stressed that this followup activity, analyzing school-level objectives, was crucial to reinforcing the importance of matching assessment to the content of the instructional program.

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[3] Ibid.

It should also be noted that most of the time-consuming tasks of developing school level objectives were accomplished by Maryland teachers and administrators *in addition to* the performance of their everyday instructional responsibilities. The responsiveness and dedication of all Maryland school professionals in fulfilling this mandate of the accountability law is worthy of high praise. As one coordinator for accountability noted, "the involvement of all teachers in the development of school level objectives has been crucial in the successful implementation of the goals of accountability and in the strengthening of the total instrumental program."[4]

B. Accountability Assessment Results at the State Level

In the 1974-75 school year, Maryland's average performance in most of the achievement skill areas was slightly below the national average. On the other hand, Maryland's average performance in the ability area showed a progressive increase through the grades (see Chapter 4, Tables 2 and 2A, pp. 86-89).

The state average scores in vocabulary, reading comprehension, language total, and mathematical total over the four grades tested were within one standard deviation above the mean and one standard deviation below the mean, or where 68% of the national norm group scores were distributed. In Grades 3 and 5, Maryland's performance closely approximates the national performance. There is a tendency, however, for Maryland's scores to depart from the national norms as we go up the grades. In the 7th and 9th grades the average scores are about one-half of a standard deviation below the national norm. The drop from the 5th to 7th grades is most noticeable. The fact that scores drop as we go up the grades is not unique to Maryland. There is a trend in the same direction nationwide. It is reflected also in the continuing drop of SAT scores in Maryland and nationwide (see Appendix C).

While several years, at least five, of data need to be collected before upward or downward fluctuations can be meaningfully interpreted, the decline observed in Year I data at the state level in student performance in the basic skill areas of reading, mathematics, and language arts, as measured by the Iowa Tests of Basic Skills, is once again demonstrated in Year II results. Moreover, when an analysis of covariance was performed on the state level data, which took the shifts in nonverbal ability into account, the positive differences, reported in Table 2A disappeared. This means that the observed increases in the Year II data were not as large as might have been expected on the basis of the increase in nonverbal ability. Opposite Table 2A, there is a discussion and analysis of the Year II results in a Question and Answer format (see Table 2A, pp. 88 and 89).

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[4] *Ibid.*

Discussion of the MAP results at the system and school levels is provided in the narrative reports that precede the Local School System Level -- Accountability Assessment Information. (See Chapter 4, Section 4.2.) This material was prepared and submitted for publication in the MAP Report by each LEA.

TABLE 1. STATE LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
4,073,938	12,907	11.24

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.1	12.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1974)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
894,314	$12,352	$20,837	9.9	20.1

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
26.6%	18.8	92.0%

C. FINANCIAL CHARACTERISTICS (FOR 1973-1974 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$1,083.95	$799.27	73.7%	$28.61

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.6%	$10.94	1.0%

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* SEE CHAPTER 3, PAGES 60-65, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

STATE OF MARYLAND

TABLE 2. STATE LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE ‡

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	64085	95.82	879	100.5	16.71	3.56	1.19
	5	71712	96.73	862	101.5	16.58	5.25	1.61
	7	72980	89.97	240	101.4	16.68	6.85	1.97
	9	72633	87.10	223	102.1	16.97	8.48	2.12
(2) READING COMPRE-HENSION	3	64085	95.90	879	100.5	16.71	3.63	1.27
	5	71712	96.77	862	101.5	16.58	5.29	1.54
	7	72980	90.02	240	101.4	16.68	6.87	1.81
	9	72633	87.23	223	102.1	16.97	8.42	2.00
(3) SPELLING	3	64085	95.50	879	100.5	16.71	4.13	1.41
	5	71712	96.55	862	101.5	16.58	5.58	1.81
	7	72980	89.95	240	101.4	16.68	6.99	2.15
	9	72633	86.84	223	102.1	16.97	8.47	2.34
(4) CAPITAL-IZATION	3	64085	95.55	879	100.5	16.71	3.96	1.35
	5	71712	96.54	862	101.5	16.58	5.55	1.72
	7	72980	89.95	240	101.4	16.68	7.02	2.11
	9	72633	86.86	223	102.1	16.97	8.57	2.33
(5) PUNCTUATION	3	64085	95.50	879	100.5	16.71	4.11	1.46
	5	71712	96.53	862	101.5	16.58	5.53	1.67
	7	72980	89.88	240	101.4	16.68	6.86	2.09
	9	72633	86.79	223	102.1	16.97	8.36	2.30

‡ SEE CHAPTER 3, PAGES 66-67, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. STATE LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE* (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	64085	95.53	879	100.5	16.71	3.80	1.40
	5	71712	96.60	862	101.5	16.58	5.43	1.75
	7	72980	89.81	240	101.4	16.68	6.97	2.10
	9	72633	86.76	223	102.1	16.97	8.36	2.32
(7) LANGUAGE TOTAL	3	64085	95.28	879	100.5	16.71	4.01	1.24
	5	71712	96.34	862	101.5	16.58	5.53	1.54
	7	72980	88.88	240	101.4	16.68	6.98	1.86
	9	72633	85.51	223	102.1	16.97	8.46	2.06
(8) MATHEMATICAL CONCEPTS	3	64085	95.81	879	100.5	16.71	3.65	1.10
	5	71712	96.62	862	101.5	16.58	5.58	1.55
	7	72980	89.78	240	101.4	16.68	7.25	1.79
	9	72633	86.84	223	102.1	16.97	8.74	2.01
(9) MATHEMATICAL PROBLEMS	3	64085	95.72	879	100.5	16.71	3.58	1.11
	5	71712	96.61	862	101.5	16.58	5.44	2.29
	7	72980	89.79	240	101.4	16.68	6.96	1.75
	9	72633	86.77	223	102.1	16.97	8.41	1.98
(10) MATHEMATICAL TOTAL	3	64085	95.68	879	100.5	16.71	3.63	1.02
	5	71712	96.57	862	101.5	16.58	5.50	1.37
	7	72980	89.46	240	101.4	16.68	7.12	1.67
	9	72633	85.38	223	102.1	16.97	8.60	1.8[illegible]

* SEE CHAPTER 3, PAGES 68-69, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

STATE OF MARYLAND

TABLE 2A. STATE LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES *

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	DIFFERENCE **
NONVERBAL ABILITY	3	99.6	100.5	.9
	5	100.8	101.5	.7
	7	101.1	101.4	.3
	9	102.2	102.1	-.1
VOCABULARY	3	3.52	3.56	.04
	5	5.25	5.25	.00
	7	6.91	6.85	-.06
	9	8.60	8.48	-.12
READING COMPREHENSION	3	3.57	3.63	.06
	5	5.31	5.29	-.02
	7	6.93	6.87	-.06
	9	8.42	8.42	.00
LANGUAGE TOTAL	3	3.93	4.01	.08
	5	5.50	5.53	.03
	7	7.05	6.98	-.07
	9	8.52	8.46	-.06
MATHEMATICAL TOTAL	3	3.61	3.63	.02
	5	5.53	5.50	-.03
	7	7.23	7.12	-.11
	9	8.72	8.60	-.12

* SEE CHAPTER 3, PAGES 70-71, FOR DEFINITION OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

** IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I AND YEAR II ARE FROM DIFFERENT STUDENT POPULATIONS.

SOME QUESTIONS AND ANSWERS ABOUT TABLE 2A
STATE LEVEL DATA

Q. Is it possible that the average grade equivalent scores for the two years are really the same and that the observed differences are merely chance errors?

A. Yes, such chance errors are always possible. However, statistical tests have shown that the odds are a thousand to one against the differences not being real, except in the case of the fifth grade reading comprehension difference score where the difference could be due to chance error.

Q. Could the observed differences in nonverbal ability between the different student populations for the two years account for the significant differences in the average grade equivalent scores?

A. Not likely. When an analysis of covariance was performed, taking the shifts in nonverbal ability into account, the positive differences in GE scores disappeared. This means that the observed increases were not as large as might have been expected on the basis of the increase in nonverbal ability.

Only the ninth grade nonverbal ability scores show a decline. However, even when this decline is taken into consideration, the decreases in the ninth grade GE's were still significant.

Q. What do all these figures mean in relation to what is happening with the state average grade equivalent scores as far as identifying a trend is concerned?

A. Nothing, yet. Suppose the observed difference of -.12 for the ninth grade mathematics total were to be the first in a sequence of such differences over the next few years which looks like this:

-.12, +.10, +.08, +.15

Then, in retrospect, we would be able to say that the -.12 in Table 2A was of no great concern. But, suppose that sequence turns out to be one like this:

-.12, -.15, -.10, -.13

Then the -.12 would be the first in a series of warnings about a steep decline in the grade equivalent scores.

Accordingly, data for several years must be assembled and analyzed to tell us what trend is occurring at the state level.[5]

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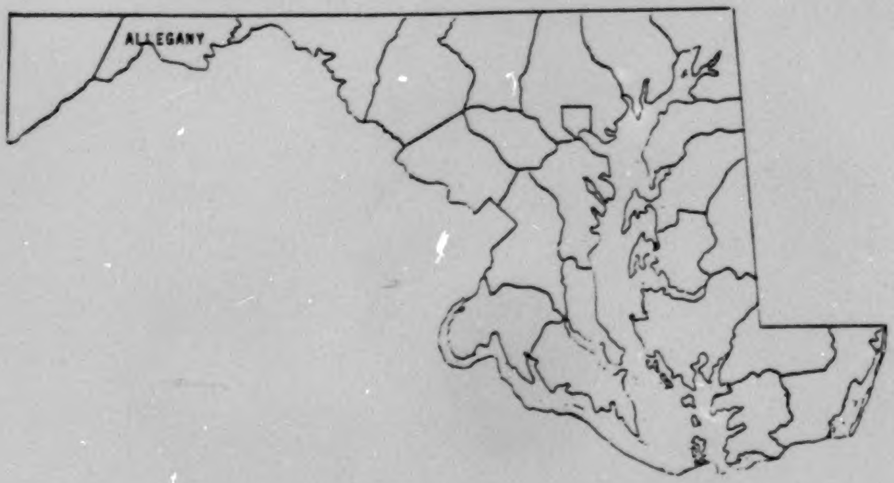
[5] Refer to the narrative reports of the local school systems (Sections 4.2.1 through 4.2.24) for information regarding system and school level efforts to improve instructional programs.

4.2 LOCAL SCHOOL SYSTEM LEVEL -- ACCOUNTABILITY ASSESSMENT INFORMATION

4.2.1 Allegany County



A. Present Status of the Accountability Program

The development of school system goals for Allegany County was completed as a part of the first year's activities for the Maryland Accountability Program. These goals were included as a part of the 1973-74 report to the Maryland State Department of Education.

In September 1974, County Goal Development Committees were established in the areas of writing, mathematics, and reading. The teachers, principals, and supervisors named to the committees then developed guidelines for writing school level program objectives. These were distributed to all principals and their faculties early in the school year and were used by the various school committees to develop their own individual objectives for programs in reading, writing, and mathematics.

All of the school committees have completed preliminary development of individual school objectives. These objectives were reviewed by the county committee, and returned to the schools. Members of the county committees and the supervisory staff from the Board of Education office will be available to provide assistance to each principal and his staff as they finalize their program objectives.

B. Local Assessment Activities

During Year I of the program, several inservice activities, designed to assist staff members in the interpretation and utilization of test results were implemented. Briefing programs were held with all school level coordinators, a comprehensive, ongoing program in this same area is being continued, with staff members, principals, department chairmen, and classroom teachers as participants.

Emphasis will continue to be placed on the review and the development of methods and techniques used for the assessment of goals and objectives that are not covered by the Iowa Tests of Basic Skills and the State Reading Test.

C. Comments on Accountability Assessment Results

The results of the accountability testing for Year II indicate that Allegany County has maintained an average grade equivalent scores level in all areas tested which was similar to those achieved in the Year I program. Additionally, the county's average grade equivalent scores are, once again, consistently higher than the state average grade equivalent scores. The one exception to this comparison is in language usage where, at the fifth grade level, the state average score is 5.53, while the county average is 5.50. This variation is an insignificant difference since the variance can be equated to approximately seven days in a school year.

Some grade equivalent score differences, both positive and negative, do exist at the individual school level. In the case of those school scores where the difference is significant, situations are being studied in order to determine which factors may be influencing test results. For the purpose of this study, the item analysis printouts for both years of the accountability program are being utilized as input for curriculum analysis in vocabulary, reading comprehension, language, and mathematics.

D. Program Modification Activities

The results from Year I of the Accountability Testing Program reinforced plans to initiate a K-12 Composition Program. This ongoing program was introduced systemwide last year as a comprehensive inservice activity with elementary and secondary teachers, and is being continued in the current school year.

The mathematics workshops started in 1974 were continued during the summer of 1975. The ultimate outcome of this inservice program will be the development of a K-12 Mathematics Continuum for the school system.

Allegany County has been granted approval for an ESEA, Title III Project in two small elementary schools that will provide staff resources and programs designed to strengthen the students' reading comprehension.

Emphasis is being placed on the incorporation of reading, writing, and computation skills in the content areas of health, social studies, and science. Better communication, conservation, and life effectiveness are correlated objectives in this program development and extension.

An advisory group for vocational education, along with a newly created study group for the gifted and talented, will also provide input for program revision and development in all appropriate curriculum areas.

E. Unmet Needs for Resources to Permit Improvement of Programs and Services

All of the skill objectives of the educational programs in mathematics, reading, and writing are not adequately covered by existing assessment instruments. Therefore, to improve the program of accountability, Allegany County educators wholeheartedly support the effects by the Directors of the Maryland Accountability Program and the staff members of the Maryland State Department of Education to secure funds for the development of assessment instruments that will more appropriately measure the goals and objectives of the schools of Maryland.

Funding should be made available to provide for the assignment of a staff member in the county whose sole responsibility would be the coordination and utilization of the ever-increasing amount of assessment and accountability data associated with the program. Additionally, provisions for increased inservice time for teachers will be essential if vital program modification is to be accomplished in the coming years.

F. General Comments

The educational programs in Allegany County place emphasis upon attaining appropriate goals and objectives in both the cognitive and affective domains of learning. In addition to teaching the basic skills, educators are providing an instructional program that is concerned with the development of concepts and processes with an awareness of values that will enable the student to function effectively both as an individual and as a responsible contributing member of society.

Emphasis of accountability must not be placed on skills alone, and techniques of evaluating those aspects of the educational program that measure the effectiveness of the total school experience in terms of humanistic development must also be found.

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
83,681	9,343	13.3

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
11.6	11.9

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1974)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
16,412	$11,401	$16,800	12.1	22.5

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
36.7%	19.5	95.6%

C. FINANCIAL CHARACTERISTICS (FOR 1973-1974 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$985	$702.56	71.3%	$17.61

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
1.8%	$5.71	0.6%

* SEE CHAPTER 3, PAGES 60-65, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

ALLEGANY COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE‡

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	1132	95.49	28	103.0	15.39	3.90	1.04
	5	1245	97.99	28	104.2	15.65	5.53	1.48
	7	1341	96.72	8	103.0	15.17	7.70	2.12
	9	1430	93.01	8	104.1	14.44	9.21	2.22
(2) READING COMPRE-HENSION	3	1132	95.49	28	103.0	15.39	3.94	1.21
	5	1245	97.99	28	104.2	15.65	5.60	1.47
	7	1341	96.72	8	103.0	15.17	7.24	1.60
	9	1430	93.01	8	104.1	14.44	8.55	1.75
(3) SPELLING	3	1132	95.49	28	103.0	15.39	4.52	1.27
	5	1245	97.99	28	104.2	15.65	5.93	1.69
	7	1341	96.72	8	103.0	15.17	7.74	2.22
	9	1430	93.01	8	104.1	14.44	8.73	2.24
(4) CAPITAL-IZATION	3	1132	95.49	28	103.0	15.39	4.59	1.24
	5	1245	97.99	28	104.2	15.65	6.14	1.66
	7	1341	96.72	8	103.0	15.17	8.19	2.13
	9	1430	93.01	8	104.1	14.44	9.30	2.31
(5) PUNCTUATION	3	1132	95.49	28	103.0	15.39	4.78	1.41
	5	1245	97.99	28	104.2	15.65	6.01	1.63
	7	1341	96.72	8	103.0	15.17	7.70	2.19
	9	1430	93.01	8	104.1	14.44	8.93	2.24

‡ SEE CHAPTER 3, PAGES 66-67, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE‡ (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	1132	95.49	28	103.0	15.39	4.03	1.29
	5	1245	97.99	28	104.2	15.65	5.50	1.72
	7	1341	96.72	8	103.0	15.17	7.37	2.15
	9	1430	93.01	8	104.1	14.44	8.65	2.28
(7) LANGUAGE TOTAL	3	1132	95.49	28	103.0	15.39	4.48	1.15
	5	1245	97.99	28	104.2	15.65	5.90	1.49
	7	1341	96.72	8	103.0	15.17	7.75	1.94
	9	1430	93.01	8	104.1	14.44	8.90	2.02
(8) MATHEMATICAL CONCEPTS	3	1132	95.49	28	103.0	15.39	3.90	.96
	5	1245	97.99	28	104.2	15.65	5.99	1.41
	7	1341	96.72	8	103.0	15.17	7.52	1.59
	9	1430	93.01	8	104.1	14.44	8.82	1.81
(9) MATHEMATICAL PROBLEMS	3	1132	95.49	28	103.0	15.39	3.75	1.03
	5	1245	97.99	28	104.2	15.65	5.65	1.32
	7	1341	96.72	8	103.0	15.17	7.15	1.61
	9	1430	93.01	8	104.1	14.44	8.45	1.79
(10) MATHEMATICAL TOTAL	3	1132	95.49	28	103.0	15.39	3.83	.93
	5	1245	97.99	28	104.2	15.65	5.82	1.29
	7	1341	96.72	8	103.0	15.17	7.34	1.49
	9	1430	93.01	8	104.1	14.44	8.63	1.68

‡ SEE CHAPTER 3, PAGES 68-69, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

ALLEGANY COUNTY

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES‡

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975
NONVERBAL ABILITY	3	102.2	103.0
	5	105.5	104.2
	7	105.4	103.0
	9	107.1	104.1
VOCABULARY	3	3.84	3.90
	5	5.59	5.53
	7	7.74	7.70
	9	9.30	9.21
READING COMPREHENSION	3	3.97	3.94
	5	5.57	5.60
	7	7.14	7.24
	9	8.71	8.55
LANGUAGE TOTAL	3	4.46	4.48
	5	5.83	5.90
	7	7.48	7.75
	9	8.95	8.90
MATHEMATICAL TOTAL	3	3.90	3.83
	5	5.78	5.82
	7	7.38	7.34
	9	8.91	8.63

‡ SEE CHAPTER 3, PAGES 70-71, FOR DEFINITION OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD ALSO BE NOTED THAT THE SCORES REPORTED FOR YEAR I AND YEAR II ARE FROM DIFFERENT STUDENT POPULATIONS.

ALLEGANY COUNTY (BARTON - MOUNT ROYAL)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
BARTON	K-6	232	23.2	96.7	9.0	1.0	14.4	16.0	40.0	10.5	11.2	7549
BELAIR	K-6	455	26.8	96.8	16.0	1.0	6.3	21.0	35.3	8.7	NA	NA
CENTRAL	K-6	358	23.1	96.4	15.0	.5	10.3	38.0	22.6	12.5	11.3	7678
COLUMBIA STREET	1-6	258	19.8	95.6	12.0	1.0	9.1	19.0	23.1	16.0	11.4	7651
CORRIGANVILLE	1-6	120	24.0	97.2	4.0	1.0	12.3	6.5	40.0	11.8	11.0	7145
CRESAPTOWN	K-6	495	24.7	96.3	19.0	1.0	16.1	39.0	35.0	12.1	12.2	9565
EAST SIDE	1-6	338	24.1	96.4	13.0	1.0	11.0	13.0	28.6	21.6	11.3	7746
ECKHART	K-6	241	24.1	95.3	9.0	1.0	11.3	11.5	20.0	9.8	12.2	8844
ELLERSLIE	K-6	116	23.2	94.3	4.0	1.0	13.1	14.0	60.0	12.2	11.0	7174
FROST	K-6	465	24.5	96.6	18.0	1.0	17.7	23.0	26.3	8.0	12.0	7989
GEPHART	1-6	259	21.6	96.1	11.0	1.0	18.9	12.0	50.0	17.6	12.0	8682
HILL STREET	1-6	199	22.1	97.6	8.0	1.0	11.2	25.0	44.4	9.9	12.0	8271
JOHN HUMBIRD	K-6	321	21.4	95.5	14.0	1.0	6.2	21.0	40.0	23.7	NA	NA
JOHNSON HEIGHTS	1-6	391	24.4	96.4	15.0	1.0	12.3	39.0	31.3	14.1	12.0	8297
LAVALE	1-6	211	21.1	96.9	9.0	1.0	17.4	11.0	40.0	8.8	12.3	10,136
MCCOOLE	K-6	186	26.6	96.1	6.0	1.0	10.0	24.5	14.3	15.3	11.6	7406
MIDLAND	1-6	161	21.5	96.8	7.0	.5	11.3	38.0	20.0	9.5	11.2	7911
MOUNT ROYAL	1-6	155	19.4	96.5	7.0	1.0	16.7	24.0	37.5	6.5	12.3	9735

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‡ SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES‡

ALLEGANY COUNTY
SCHOOL SYSTEM

SKILL AREAS

SCHOOL NAME	GRADE	AVERAGE SAS	VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
			AVERAGE GE	MARYLAND NORM	DIFFFRENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFFRENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
BARTON	3	102.1	3.53	3.67	-.14	3.69	3.74	-.05	4.12	4.12	+.00	3.83	3.73	+.10
	5	97.6	5.14	4.91	+.23	4.83	4.96	-.13	4.78	5.20	-.42	5.14	5.19	-.05
BELAIR ELEM	3	103.0	4.18	3.73	+.45	4.29	3.80	+.49	4.43	4.18	+.25	3.75	3.79	-.04
	5	111.5	6.15	6.14	+.01	6.33	6.14	+.19	6.33	6.36	-.03	6.32	6.30	+.02
CENTRAL	3	95.4	3.53	3.24	+.29	3.28	3.29	-.01	4.22	3.68	+.54	3.39	3.35	+.04
	5	103.7	5.22	5.45	-.23	5.35	5.48	-.13	5.81	5.71	+.10	5.85	5.68	+.17
COLUMBIA STREET	3	100.8	3.27	3.59	-.32	3.20	3.65	-.45	3.88	4.04	-.16	3.38	3.66	-.28
	5	103.5	5.05	5.43	-.38	4.98	5.46	-.48	5.55	5.70	-.15	5.24	5.66	-.42
CORRIGANVILLE	3	96.4	3.71	3.30	+.41	3.50	3.36	+.14	4.18	3.74	+.44	3.42	3.40	+.02
	5	98.7	4.81	5.01	-.20	4.99	5.06	-.07	5.44	5.30	+.14	5.17	5.28	-.11
CHESAPTOWN ELEM	3	106.4	4.02	3.95	+.07	4.03	4.03	+.00	4.69	4.41	+.28	3.74	3.98	-.24
	5	104.2	5.82	5.49	+.33	5.87	5.52	+.35	6.13	5.76	+.37	6.06	5.72	+.34
EAST SIDE	3	99.8	3.92	3.52	+.40	4.04	3.58	+.46	4.56	3.97	+.59	3.73	3.60	+.13
	5	99.6	5.63	5.08	+.55	5.14	5.13	+.01	5.11	5.37	-.26	5.24	5.35	-.11
ECKHART	3	106.9	3.91	3.98	-.07	3.78	4.06	-.28	4.39	4.44	-.05	3.87	4.01	-.14
	5	112.5	4.77	6.22	-1.45 *	5.02	6.22	-1.20 *	5.78	6.45	-.67	5.54	6.38	-.84 *
ELLERSLIE	3	111.8	4.32	4.30	+.02	3.89	4.39	-.50	4.34	4.77	-.43	3.82	4.30	-.48 *
	5	111.1	5.95	6.10	-.15	6.36	6.10	+.26	6.44	6.33	+.11	6.48	6.27	+.21
FROST	3	111.8	4.46	4.30	+.16	4.52	4.39	+.13	5.31	4.77	+.54	4.41	4.30	+.11
	5	105.3	5.64	5.59	+.05	5.93	5.61	+.32	6.77	5.85	+.92 *	6.18	5.81	+.37
GEPHART	3	107.1	4.17	3.99	+.18	4.18	4.07	+.11	5.14	4.45	+.69 *	4.21	4.02	+.19
	5	105.3	5.78	5.59	+.19	5.66	5.61	+.05	6.13	5.85	+.28	5.80	5.81	-.01
HILL STREET	3	106.7	4.09	3.97	+.12	4.27	4.05	+.22	4.97	4.43	+.54	4.22	4.00	+.22
	5	99.1	5.37	5.04	+.33	5.46	5.09	+.37	5.92	5.33	+.59	5.88	5.31	+.57
JOHN HUMBIRD	3	98.6	3.15	3.44	-.29	3.31	3.50	-.19	3.95	3.89	+.06	3.28	3.53	-.25
	5	99.9	5.08	5.11	-.03	5.20	5.16	+.04	5.01	5.40	-.39	5.13	5.38	-.25
JOHNSON HEIGHTS	3	107.3	4.14	4.01	+.13	4.60	4.09	+.51	4.82	4.47	+.35	4.18	4.04	+.14
	5	109.1	6.06	5.92	+.14	6.08	5.93	+.15	6.21	6.16	+.05	6.41	6.11	+.30
LAVALE	3	102.1	4.20	3.67	+.53	3.75	3.74	+.01	4.30	4.12	+.18	3.69	3.73	-.04
	5	98.4	5.16	4.98	+.18	5.22	5.03	+.19	5.33	5.27	+.06	5.57	5.26	+.31
MCCOOLE	3	94.0	3.41	3.15	+.26	3.53	3.20	+.33	3.83	3.58	+.25	3.53	3.26	+.27
	5	97.4	4.97	4.89	+.08	5.54	4.95	+.59	6.21	5.19	+1.02 *	5.54	5.18	+.36
MIDLAND	3	95.0	3.31	3.21	+.10	3.37	3.26	+.11	3.40	3.65	-.25	3.35	3.32	+.03
	5	100.7	5.14	5.18	-.04	5.14	5.22	-.08	5.56	5.46	+.10	5.32	5.44	-.12
MOUNT ROYAL	3	105.9	4.24	3.92	+.32	3.96	3.99	-.03	4.87	4.37	+.50	4.18	3.95	+.23
	5	110.4	5.80	6.04	-.24	6.04	6.04	+.00	6.14	6.27	-.13	5.93	6.21	-.28

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‡ SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

ALLEGANY COUNTY (NORTHEAST - WASHINGTON JR HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
NORTHEAST	1-6	167	19.0	96.9	7.8	1.0	11.6	22.0	43.2	16.8	11.4	8994
PARKSIDE	1-6	421	26.3	97.8	15.0	1.0	11.2	41.0	25.0	3.7	12.	10,154
PENNSYLVANIA AVENUE	1-6	569	16.7	96.2	32.0	2.0	11.8	18.3	23.5	19.7	10.3	7303
PINEY PLAINS	1-6	77	25.7	97.5	2.0	1.0	13.0	10.0	66.7	13.7	10.3	6533
THOMAS G PULLEN	K-6	190	23.7	95.9	7.0	1.0	18.1	23.0	62.5	7.9	11.9	8145
WEST SIDE	1-6	269	19.8	96.3	12.6	1.0	12.5	23.0	26.5	15.1	12.1	8098
WESTERNPORT	K-6	451	22.5	96.7	19.0	1.0	12.3	20.0	25.0	18.1	11.6	7406
FLINTSTONE	K-12	502	20.9	94.7	22.0	2.0	10.3	20.7	37.5	11.3	10.3	6579
MT. SAVAGE ELEMENTARY	K-12	867	19.7	95.8	42.0	2.0	10.0	31.5	47.7	12.2	11.2	7252
OLDTOWN ELEMENTARY	K-12	467	16.7	96.8	27.0	1.0	8.1	17.5	28.6	15.5	10.6	7090
ALLEGANY SR HIGH	9-12	1,344	19.8	94.1	65.0	3.0	11.8	22.0	41.2	10.6	12.1	8939
BEALL HIGH	7-12	1,247	21.9	96.6	54.0	3.0	12.0	22.0	49.1	10.7	12.0	8153
BRADDOCK JR HIGH	7-8	720	18.5	95.8	37.0	2.0	12.0	18.5	46.1	10.5	12.1	8942
BRUCE SR JR HIGH	7-12	781	20.5	94.6	36.0	2.0	15.1	21.5	39.5	14.8	11.6	7447
FORT HILL SR HIGH	9-12	1,474	19.4	93.9	73.0	3.0	13.4	23.3	43.4	17.4	11.2	7801
VALLEY SR JR HIGH	7-12	721	20.0	95.2	34.0	2.0	12.4	25.0	50.0	10.7	11.3	7744
WASHINGTON JR HIGH	7-8	756	17.6	95.2	41.0	2.0	12.7	21.0	48.8	17.3	11.2	7793

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES‡

ALLEGANY COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
NORTHEAST	3	114.8	4.23	4.49	-.26	4.12	4.59	-.47	5.08	4.96	+.12	4.15	4.47	-.32
	5	101.2	5.73	5.23	+.50	4.99	5.27	-.28	6.23	5.50	+.73 *	5.49	5.48	+.01
PARKSIDE	3	109.2	4.23	4.13	+.10	4.33	4.22	+.11	4.99	4.59	+.40	4.33	4.15	+.18
	5	109.4	6.17	5.95	+.22	6.14	5.96	+.18	6.69	6.19	+.50	6.31	6.13	+.18
PENNSYLVANIA AVENUE	3	102.0	3.71	3.66	+.05	3.68	3.73	-.05	4.33	4.12	+.21	3.89	3.73	+.16
	5	106.7	5.95	5.71	+.24	5.93	5.73	+.20	6.04	5.96	+.08	6.09	5.92	+.17
PINEY PLAINS	3	87.5	3.22	2.73	+.49	3.17	2.76	+.41	3.60	3.15	+.45	3.08	2.89	+.19
	5	99.1	4.39	5.04	-.65	4.57	5.09	-.52	4.71	5.33	-.62	4.71	5.31	-.60 *
THOMAS G PULLEN	3	100.1	3.74	3.54	+.20	3.92	3.60	+.32	4.16	3.99	+.17	3.78	3.62	+.16
	5	107.0	5.54	5.74	-.20	5.73	5.76	-.03	6.40	5.99	+.41	6.54	5.94	+.60 *
WEST SIDE	3	96.7	4.50	3.32	+1.18 *	4.55	3.38	+1.17 *	4.94	3.76	+1.18 *	3.87	3.42	+.45
	5	103.8	5.72	5.46	+.26	6.24	5.49	+.75 *	6.80	5.72	+1.08 *	6.48	5.69	+.79 *
WESTERNPORT	3	102.4	3.90	3.69	+.21	4.00	3.76	+.24	4.59	4.14	+.45	3.96	3.75	+.21
	5	103.8	5.79	5.46	+.33	5.91	5.49	+.42	5.92	5.72	+.20	6.01	5.69	+.32
FLINTSTONE ELEM	3	98.7	3.57	3.45	+.12	4.00	3.51	+.49	4.35	3.90	+.45	3.57	3.54	+.03
	5	94.3	4.26	4.62	-.36	4.22	4.68	-.46	4.47	4.93	-.46	4.82	4.93	-.11
	7	97.8	9.65	6.49	+3.16 *	6.46	6.54	-.08	9.35	6.66	+2.69 *	6.81	6.78	+.03
	9	100.7	11.09	8.35	+2.74 *	9.40	8.29	+1.11 *	10.41	6.33	+2.06 *	8.12	8.45	-.33
MT SAVAGE ELEMENTARY	3	99.4	3.64	3.50	+.14	3.44	3.56	-.12	3.89	3.94	-.05	3.36	3.58	-.22
	5	102.2	5.15	5.31	-.16	5.18	5.35	-.17	5.31	5.59	-.28	5.25	5.56	-.31
	7	103.3	8.69	7.09	+1.60 *	6.81	7.09	-.28	7.78	7.18	+.60	6.94	7.34	-.40
	9	102.6	9.48	8.57	+.91 *	8.11	8.51	-.40	8.83	8.52	+.31	8.20	8.65	-.45
OLDTOWN ELEMENTARY	3	101.7	3.44	3.64	-.20	3.71	3.71	+.00	3.77	4.10	-.33	3.66	3.71	-.05
	5	100.1	4.87	5.13	-.26	5.27	5.17	+.10	5.33	5.41	-.08	5.35	5.39	-.04
	7	92.2	6.65	5.89	+.76	6.39	5.97	+.42	6.57	6.12	+.45	6.33	6.20	+.13
	9	103.5	10.72	8.68	+2.04 *	8.21	8.62	-.41	8.38	8.61	-.23	8.47	8.75	-.28
ALLEGANY SR HIGH	9	105.9	8.51	8.96	-.45	8.55	8.89	-.34	8.87	8.85	+.02	8.84	9.01	-.17
BEALL HIGH	7	104.0	7.10	7.17	-.07	7.32	7.16	+.16	7.49	7.25	+.24	7.47	7.41	+.06
	9	104.8	8.63	8.83	-.20	8.90	8.77	+.13	8.95	8.74	+.21	8.82	8.89	-.07
BRADDOCK JR HIGH	7	105.2	7.47	7.30	+.17	7.51	7.29	+.22	7.92	7.36	+.56	7.60	7.54	+.06
BRUCE SR JR HIGH	7	104.7	7.04	7.25	-.21	7.12	7.23	-.11	7.09	7.31	-.22	7.69	7.48	+.21
	9	103.2	8.43	8.64	-.21	8.50	8.58	-.08	8.27	8.58	-.31	8.58	8.72	-.14
FORT HILL SR HIGH	9	104.0	10.32	8.74	+1.58 *	8.41	8.67	-.26	9.32	8.66	+.66	8.51	8.80	-.29
VALLEY SR JR HIGH	7	98.5	10.74	6.57	+4.17 *	8.40	6.61	+1.79 *	9.34	6.72	+2.62 *	7.05	6.85	+.20
	9	102.5	8.08	8.56	-.48	8.42	8.50	-.08	8.05	8.51	-.46	8.75	8.64	+.11
WASHINGTON JR HIGH	7	103.2	6.95	7.08	-.13	6.93	7.08	-.15	7.27	7.17	+.10	7.31	7.33	-.02

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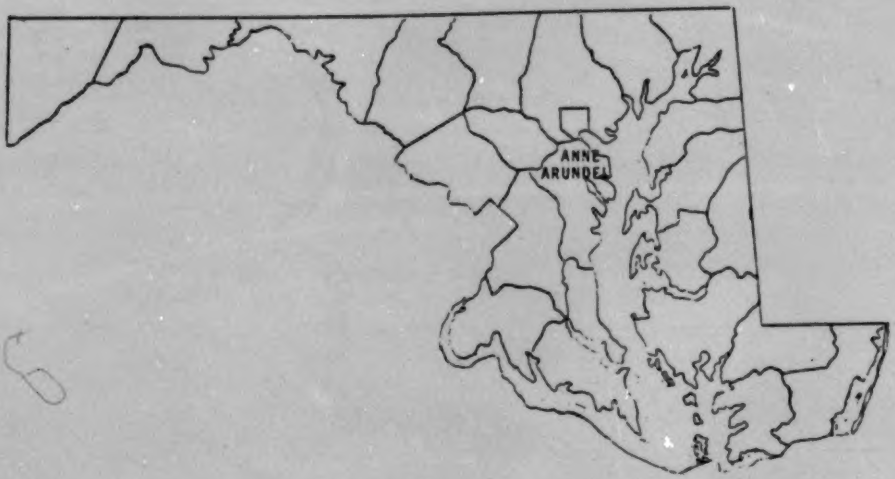
‡ SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

4.2.2 Anne Arundel County



A. Present Status of the Accountability Program

Goal and Objective Setting Activities Status. The Anne Arundel County public schools, in accordance with legislative mandate, has actively developed and implemented a program of public accountability. Countywide goals and objectives in reading, writing, and mathematics have been completed, as have school level goals and objectives in every school. These were developed by committees of teachers, administrators, coordinators, parents, and students under the leadership of the appropriate program coordinator for the countywide goals and objectives, or by the school principal for the school level goals and objectives.

These countywide and school level goals are also compatible with the overall "Goals for Instruction" of the local Board of Education and the appropriate program goals adopted by the State Board of Education.

Objective Setting Activities. Specific measurable countywide objectives under each program goal in reading, writing, and mathematics were prepared as countywide objectives for all schools. These comprised the overall objectives of the program for "average" students, and have been divided for each program into four levels: Kindergarten - Grade 2; Grades 3 - 5; Grades 6 - 8; and Grades 9 - 12.

The exact procedures for establishing these objectives can be found in the 1974 Anne Arundel County Accountability Report (pp. 4-23 through 4-28). Since the county was one year ahead of the state in implementing the required accountability program, the objective setting procedures were completed last year.

By February 1975, each school had submitted in writing to the Associate Superintendent for Instruction a statement of its adopted objectives by level in reading, writing, and mathematics. The careful coordination of activities and personnel at all levels of goal and objective writing were obvious when, in February 1975, only one school was found to have its goals and objectives returned for further refinement.

Two illustrations of the careful planning and coordination of school level goal and objective setting in Anne Arundel County are Oak Hill Elementary School and George Fox Junior High School. The processes at these schools, though not identical, emphasized in both cases:

- Examination of state and county goals and county program objectives;
- Determining student abilities by use of state-, county-, and teacher-made tests, teacher interviews, and other locally constructed instruments;
- Recognizing student needs by comparing student abilities to the state and county goals and objectives, and noting those student needs that were not included in the state or county documents;
- Ranking needs by priority;
- Writing goals and objectives using local school, area, Citizens Advisory Council, and PTA personnel as consultants; and
- Evaluation of the current school program in light of the school's goals and objectives.

The completion of the school level goals and objectives has allowed the Anne Arundel County schools to move beyond accountability activities legislated at the state level. Countywide general goals and objectives have been established in all other program areas beyond reading, writing, and mathematics. These include goals for instructional programs such as social studies and science, as well as goals for service programs such as counseling. Further, specific measurable objectives for all of these program areas are scheduled for completion in October 1975.

B. Local Assessment Activities

After both program and school objectives have been established, the most important tasks faced by teachers and students are to determine how to measure these objectives, and how to structure each child's instructional program based on those measures. To accomplish these tasks, the Anne Arundel County Public Schools developed a criterion-referenced testing program in reading and mathematics that was not only instructionally important but also instructionally unique within the State of Maryland. These tests, administered to all students in Grades 3 - 8, provide the following services:

- A measure of program objectives and skills for each child -- those mastered, those not mastered, and those needing further improvement;
- A cross-referenced list of all instructional materials in the county on the objectives and skills needed to be met by a particular child; and
- A flexible grouping of the children within a given teacher's classroom according to skill strengths and weaknesses, which should permit a more efficient instructional program.

This testing program, now in its second year, is unique in Maryland. Hopefully, it will provide a continuing vehicle for the practical implementation of an individualized curriculum for each child.

It is often true that local school objectives go beyond program objectives and those, too, need assessment. Two schools in Anne Arundel County are currently participating in a "Pilot Accountability Program," which is directed at developing assessment tools at the school level. This project, under the joint sponsorship of the Maryland State Teachers Association, the National Education Association, and the Maryland

State Department of Education, is being conducted at Southern Senior High School and Marley Glen Special School. Its task is fundamentally that of carrying accountability to the smallest local unit, which permits schools to directly meet and measure their own stated objectives.

C. Comments on Accountability Assessment Results

Now that the second year of testing is completed, two questions arise:

1. What do two years of test scores indicate?
2. What educational steps can be taken to maintain high performance and raise low performance?

The answer to the first question is that the two years of test scores indicate stable performance by the children of Anne Arundel County. Both years of testing show that the educational programs utilized throughout the county have facilitated, in general, the performance of the children of Anne Arundel County at expected levels. There are small variations in the two years of test scores as one examines various individual schools. However, most of these variations are small (e.g., a part of a month, or even a whole month) and could be and should be attributed to mere chance and the error of the testing instrument. Thus, one may temporarily conclude that the test scores from last year to this year have shown stability in performance.

An examination of the second question is being conducted by the Process Accountability Committee that represents seven Maryland counties including Anne Arundel. Under the direction of the Maryland State Department of Education, the committee is attempting to isolate those educational factors and ingredients that can be altered at the school level which will improve instruction. Concurrently, Anne Arundel County has continued to pursue similar studies begun in the past. Hopefully, the local level and state level studies will produce definitive results that indicate which educational factors should be changed in our schools.

D. Program Modification Activities

The first year results of accountability led to an increased priority placed on reading. Reading now is emphasized on a K-12 scope with renewed interest placed in having a dual focus program, i.e., a highly intensive development of reading skills in the elementary years, and maintenance and remediation of skills during the later years.

E. Unmet Needs for Resources to Permit Improvement of Program and Services

Lest it be forgotten, the accountability program is a state-mandated program. Thus, the resources needed to implement the program must be provided by each local unit. The taxpayer must realize that these resources mean money and the larger the school system, the higher the bill. Last year, nearly 25,000 students participated in accountability testing in Anne Arundel County. This massive program requires support of the following types of resources: test materials; class time including student, teacher, and administrator; data processing services (e.g., system analysts, programmers, and computer time to process, score, and record eight subtests of the Iowa Tests of Basic Skills (ITBS) on 25,000 students, or a total processing of 200,000 tests and scores) and analyses of the results.

This program is expensive and since the school system's budget is finite, an increasing price tag for accountability often means decreases elsewhere.

F. General Comments

The high cost of accountability demands that it become an integral functioning part of the instructional system. It must allow students and schools a viable assessment of their progress and provide a method of plotting their instructional directions. This means that data must be accurate, quickly returnable, and accepted for planning. It should be noted that test data in Anne Arundel County is currently returned to students, parents, and schools in less than one month. Strategies for making instructional decisions, using the ITBS data as one of many resources, is also being studied (see Section C).

One area in which the Maryland State Department of Education should receive positive recognition is in the method of data analysis -- multiple regression. This selection has not been without controversy, for although it is an analysis that is fair to all schools in Maryland and also permits school comparisons, it is abstruse to the layman.

Both the layman and the press are often mislead by the abstrusiveness of the analysis technique and the complexities of the test. Specifically, there are two major sources of error in the data that often cause wide misunderstandings among the public. First, if one were to take any group of children and administer a test (e.g., the ITBS) and then retest the same children with an equivalent version of the same test one or two days later, one would find that the scores were not identical and varied slightly. In fact, scores could vary from one to six months, depending on the age and grade of the child. This does not indicate that children actually gained or lost knowledge miraculously, but rather that current testing instruments just are not that accurate. (In fact, this phenomenon is so well known to test makers, it is called Standard Error of Measurement.) Thus, a score of 3.6 in vocabulary for a third-grade child could be interpreted as a score in the range of 3.3 to 3.9, but a more accurate measure is not possible with one test.

The second source of error occurs when all the student scores are combined to find the school mean because, just as each student score contributes to the mean, so does his Standard Error of Measurement associated with that score. It, therefore, follows that it is absurd for the state to report school scores as 3.61. If a child's score is 3.61 ±3 months, a school score cannot possibly be more accurate. A few months' deviation in scores is probably not too important, and only the foolhardy consider a part of a month important. Those scores that do differ significantly from others beyond chance and beyond the Standard Error of Measurement have been marked with an asterisk. Other scores should be contrasted with caution.

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
327,894	13,513	7.2

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.2	12.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1974)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
77,941	$12,479	$19,448	8.9	18.7

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
23.3%	19.5	93.0%

[illegible] FINANCIAL CHARACTERISTICS (FOR 1973-1974 SCHOOL YEAR)

(1[illegible] TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$1,002.13	$770.24	76.9%	$28.59

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.9%	$13.37	1.3%

‡ SEE CHAPTER 3, PAGES 60-65, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

ANNE ARUNDEL COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE‡

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	5482	97.15	73	101.3	15.67	3.60	1.13
	5	6211	98.63	72	102.5	15.78	5.38	1.55
	7	6435	93.04	15	102.6	15.62	6.88	1.90
	9	5910	91.73	13	102.0	16.36	8.46	2.03
(2) READING COMPRE-HENSION	3	5482	97.28	73	101.3	15.67	3.67	1.21
	5	6211	98.62	72	102.5	15.78	5.31	1.45
	7	6435	93.19	15	102.6	15.62	6.98	1.68
	9	5910	91.66	13	102.0	16.36	8.38	1.87
(3) SPELLING	3	5482	97.35	73	101.3	15.67	4.12	1.38
	5	6211	98.71	72	102.5	15.78	5.55	1.74
	7	6435	92.63	15	102.6	15.62	6.84	2.10
	9	5910	91.93	13	102.0	16.36	8.24	2.33
(4) CAPITAL-IZATION	3	5482	97.30	73	101.3	15.67	3.81	1.30
	5	6211	98.68	72	102.5	15.78	5.39	1.64
	7	6435	92.76	15	102.6	15.62	6.75	1.99
	9	5910	91.78	13	102.0	16.36	8.18	2.24
(5) PUNCTUATION	3	5482	97.30	73	101.3	15.67	3.92	1.41
	5	6211	98.62	72	102.5	15.78	5.40	1.57
	7	6435	92.62	15	102.6	15.62	6.67	1.99
	9	5910	91.64	13	102.0	16.36	8.13	2.30

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‡ SEE CHAPTER 3, PAGES 66-67, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE# (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	5482	96.95	73	101.3	15.67	3.77	1.37
	5	6211	98.66	72	102.5	15.78	5.42	1.71
	7	6435	92.32	15	102.6	15.62	6.97	2.00
	9	5910	91.47	13	102.0	16.36	8.29	2.22
(7) LANGUAGE TOTAL	3	5482	96.66	73	101.3	15.67	3.90	1.19
	5	6211	98.26	72	102.5	15.78	5.45	1.45
	7	6435	90.75	15	102.6	15.62	6.82	1.74
	9	5910	89.63	13	102.0	16.36	8.24	1.99
(8) MATHEMATICAL CONCEPTS	3	5482	97.08	73	101.3	15.67	3.65	1.52
	5	6211	98.42	72	102.5	15.78	5.51	1.69
	7	6435	92.74	15	102.6	15.62	7.23	1.77
	9	5910	91.22	13	102.0	16.36	8.62	1.94
(9) MATHEMATICAL PROBLEMS	3	5482	97.10	73	101.3	15.67	3.58	1.11
	5	6211	98.47	72	102.5	15.78	5.38	1.30
	7	6435	93.19	15	102.6	15.62	6.99	1.67
	9	5910	91.27	13	102.0	16.36	8.31	1.87
(10) MATHEMATICAL TOTAL	3	5482	97.08	73	101.3	15.67	3.63	.99
	5	6211	98.39	72	102.5	15.78	5.45	1.27
	7	6435	92.54	15	102.6	15.62	7.09	1.57
	9	5910	90.90	13	102.0	16.36	8.47	1.77

SEE CHAPTER 3, PAGES 68-69, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES*

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975
NONVERBAL ABILITY	3	100.2	101.3
	5	100.3	102.5
	7	102.3	102.6
	9	103.6	102.0
VOCABULARY	3	3.57	3.60
	5	5.40	5.38
	7	6.96	6.88
	9	8.54	8.46
READING COMPREHENSION	3	3.61	3.67
	5	5.36	5.31
	7	6.93	6.98
	9	8.42	8.38
LANGUAGE TOTAL	3	3.99	3.90
	5	5.40	5.45
	7	6.87	6.82
	9	8.24	8.24
MATHEMATICAL TOTAL	3	3.55	3.63
	5	5.48	5.45
	7	7.10	7.09
	9	8.61	8.47

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* SEE CHAPTER 3, PAGES 70-71, FOR DEFINITION OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD ALSO BE NOTED THAT THE SCORES REPORTED FOR YEAR I AND YEAR II ARE FROM DIFFERENT STUDENT POPULATIONS.

ANNE ARUNDEL COUNTY (ANNAPOLIS ELEMENTARY - FERNDALE)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
ANNAPOLIS ELEMENTARY	P-6	314	27.3	94.3	10.5	1.0	12.9	10.5	17.4	21.0	12.4	10,262
ARNOLD ELEMENTARY	K-6	690	25.5	94.4	25.0	2.0	12.3	15.3	22.2	10.8	12.5	12,968
BELLE GROVE ELEMENTARY	1-6	266	26.6	94.5	9.0	1.0	10.3	12.0	40.0	3.1	10.5	11,483
BELVEDERE ELEMENTARY	1-5	718	22.8	94.4	29.5	2.0	11.7	9.5	15.9	5.8	12.3	13,031
BENFIELD	K-6	653	24.7	95.6	25.4	1.0	12.2	30.6	26.1	3.3	12.4	14,927
BODKIN ELEMENTARY	K-6	887	26.2	94.2	31.8	2.0	9.5	30.0	20.7	3.3	12.1	12,177
BROCK BRIDGE	K-6	589	25.1	95.4	21.5	2.0	4.6	19.9	10.6	1.5	12.4	12,282
BROOKLYN PARK ELEMENTARY	K-6	648	20.3	95.6	30.0	2.0	13.3	20.5	31.3	9.0	10.2	10,920
CAPE ST CLAIR	K-5	928	24.7	93.3	35.5	2.0	9.2	21.5	29.3	6.0	12.4	12,495
CARRIE R WEEDON	K-6	166	25.5	94.4	5.5	1.0	15.1	22.3	15.4	14.3	12.0	10,837
CENTRAL	K-6	729	21.4	95.7	32.0	2.0	9.4	23.8	41.2	4.8	12.3	11,922
CROFTON	K-6	362	25.5	93.9	21.0	1.0	7.9	14.7	22.7	7.1	12.4	16,917
CROFTON WOODS	K-6	858	26.8	94.0	30.0	2.0	7.5	16.0	15.6	3.4	12.8	17,602
DAVIDSONVILLE	K-6	566	24.1	94.4	22.5	1.0	10.5	23.0	17.0	10.4	12.0	11,462
DEALE	K-6	200	23.5	94.4	7.5	1.0	10.5	11.0	11.8	4.8	12.1	10,421
EASTPORT	P-6	338	28.2	93.1	11.0	1.0	11.3	9.2	33.3	9.9	12.3	11,373
EDGEWATER	K-6	630	25.2	95.6	24.0	1.0	11.5	22.0	28.0	4.7	12.2	11,748
FERNDALE	K-6	324	23.8	96.9	12.6	1.0	9.9	26.0	29.4	6.5	11.4	11,597

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES‡

ANNE ARUNDEL COUNTY
SCHOOL SYSTEM

SKILL AREAS

SCHOOL NAME	GRADE	AVERAGE SAS	VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
			AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
ANNAPOLIS ELEMENTARY	3	106.1	3.78	3.93	-.15	3.96	4.01	-.05	3.91	4.39	-.48	3.79	3.97	-.18
	5	100.9	5.04	5.20	-.16	5.10	5.24	-.14	5.26	5.48	-.22	5.20	5.46	-.26
ARNOLD ELEMENTARY	3	98.3	3.91	3.43	+.48	3.93	3.48	+.45	4.16	3.87	+.29	3.63	3.51	+.12
	5	104.5	5.80	5.52	+.28	5.78	5.55	+.23	5.67	5.78	-.11	5.98	5.74	+.24
BELLE GROVE ELEMENTA	3	105.5	3.70	3.89	-.19	3.97	3.97	+.00	4.70	4.35	+.35	3.92	3.93	-.01
	5	102.1	5.49	5.31	+.18	5.27	5.34	-.07	5.54	5.58	-.04	5.97	5.55	+.42
BELVEDERE ELEMENTARY	3	100.7	3.87	3.58	+.29	4.04	3.65	+.39	4.13	4.03	+.10	3.83	3.65	+.18
	5	104.6	5.71	5.53	+.18	5.58	5.55	+.03	5.55	5.79	-.24	5.76	5.75	+.01
BENFIELD	3	112.1	4.50	4.31	+.19	4.88	4.41	+.47	5.03	4.79	+.24	4.58	4.31	+.27
	5	109.2	6.47	5.93	+.54	6.35	5.94	+.41	6.72	6.17	+.55	6.61	6.12	+.49
BODKIN ELEM	3	102.9	3.44	3.72	-.28	3.55	3.79	-.24	3.90	4.17	-.27	3.54	3.78	-.24
	5	103.0	5.35	5.39	-.04	5.30	5.42	-.12	5.31	5.65	-.34	5.67	5.62	+.05
BROCK BRIDGE	3	102.5	3.30	3.70	-.40	3.44	3.77	-.33	3.86	4.15	-.29	3.47	3.76	-.29
	5	108.2	5.70	5.84	-.14	5.56	5.86	-.30	5.92	6.09	-.17	5.59	6.04	-.45
BROOKLYN PARK ELEMEN	3	99.9	3.90	3.53	+.37	3.95	3.59	+.36	4.18	3.98	+.20	3.97	3.61	+.36
	5	96.6	5.47	4.82	+.65	5.71	4.88	+.83 *	5.58	5.12	+.46	5.68	5.11	+.57
CAPE ST CLAIR	3	99.7	3.65	3.52	+.13	3.79	3.58	+.21	3.92	3.96	-.04	3.60	3.59	+.01
	5	106.0	5.63	5.65	-.02	5.49	5.67	-.18	5.59	5.91	-.32	5.59	5.86	-.27
CARRIE R WEEDON	3	98.4	3.75	3.43	+.32	3.79	3.49	+.30	4.08	3.88	+.20	3.40	3.52	-.12
	5	107.7	5.17	5.80	-.63	5.62	5.82	-.20	5.43	6.05	-.62	5.25	6.00	-.75 *
CENTRAL	3	102.7	3.65	3.71	-.06	3.63	3.78	-.15	3.83	4.16	-.33	3.56	3.77	-.21
	5	100.9	4.87	5.20	-.33	5.05	5.24	-.19	4.99	5.48	-.49	4.96	5.46	-.50
CROFTON	3	100.8	3.89	3.59	+.30	3.72	3.65	+.07	4.01	4.04	-.03	3.62	3.66	-.04
	5	103.3	5.45	5.41	+.04	5.34	5.44	-.10	5.57	5.68	-.11	5.71	5.65	+.06
CROFTON WOODS	3	105.3	3.81	3.88	-.07	3.93	3.95	-.02	3.84	4.33	-.49	3.79	3.92	-.13
	5	109.6	6.18	5.97	+.21	6.10	5.98	+.12	6.54	6.21	+.33	5.80	6.15	-.35
DAVIDSONVILLE	3	102.5	3.67	3.70	-.03	3.76	3.77	-.01	3.67	4.15	-.48	3.51	3.76	-.25
	5	98.6	5.39	5.00	+.39	5.02	5.05	-.03	5.08	5.29	-.21	5.48	5.27	+.21
DEALE	3	95.3	3.93	3.23	+.70 *	4.07	3.28	+.79 *	4.07	3.67	+.40	3.84	3.34	+.50 *
	5	101.0	5.16	5.21	-.05	5.51	5.25	+.26	5.53	5.49	+.04	5.37	5.46	-.09
EASTPORT	3	101.2	3.36	3.61	-.25	3.58	3.68	-.10	3.88	4.06	-.18	3.44	3.68	-.24
	5	95.6	4.56	4.73	-.17	4.61	4.79	-.18	5.05	5.04	+.01	5.00	5.03	-.03
EDGEWATER	3	94.9	3.36	3.21	+.15	3.20	3.26	-.06	3.42	3.64	-.22	3.39	3.32	+.07
	5	97.4	4.57	4.89	-.32	4.70	4.95	-.25	4.84	5.19	-.35	4.93	5.18	-.25
FERNDALE	3	104.0	3.34	3.79	-.45	3.21	3.87	-.66 *	3.75	4.25	-.50	3.46	3.84	-.38
	5	105.2	5.55	5.58	-.03	5.34	5.60	-.26	5.45	5.84	-.39	5.26	5.80	-.54

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‡ SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

ANNE ARUNDEL COUNTY (FOLGER MCKINSEY - LAKE SHORE)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
FOLGER MCKINSEY	K-6	625	24.0	94.9	24.0	2.0	9.6	11.5	23.1	1.0	12.5	14,660
FORT SMALLWOOD	K-6	372	22.5	92.8	15.5	1.0	6.2	18.0	24.2	8.6	10.5	10,684
FOUR SEASON	K-6	743	24.8	96.7	29.0	1.0	8.2	24.9	10.0	5.3	12.3	12,728
FREETOWN	P-6	440	24.4	93.2	17.0	1.0	7.9	9.0	5.5	7.3	11.1	10,446
GEORGE CROMWELL	K-6	500	20.4	95.4	23.5	1.0	9.3	22.0	22.4	3.4	11.9	11,531
GEORGETOWN EAST	K-6	738	21.7	92.5	32.0	2.0	8.7	22.1	20.6	6.0	12.6	13,042
GERMANTOWN INTERMEDIATE	5-6	247	19.6	94.3	11.6	1.0	7.4	41.0	52.4	10.3	12.3	10,738
GERMANTOWN PRIMARY	K-4	547	21.9	94.5	23.0	2.0	12.1	32.7	12.0	11.4	12.3	10,738
GLEN BURNIE PARK	K-6	570	23.7	93.7	23.1	1.0	12.9	24.5	8.3	1.5	12.2	12,443
GLENDALE	K-6	797	22.8	92.8	33.0	2.0	13.3	19.9	14.3	5.5	11.9	11,066
HARMAN	K-6	502	19.7	95.1	24.5	1.0	7.5	21.0	15.7	12.4	10.8	9635
HIGH POINT	1-6	355	22.2	93.9	15.0	1.0	8.5	35.0	12.5	9.7	10.6	11,045
HILLSMERE	K-6	603	19.8	95.3	29.5	1.0	10.1	19.8	22.9	2.2	12.7	14,518
HILLTOP	K-6	691	25.6	95.0	25.0	2.0	7.5	14.0	37.0	5.5	11.4	11,604
JACOBSVILLE	K-6	599	22.2	94.1	25.0	2.0	8.1	17.5	22.2	5.6	10.7	10,512
JESSUP	K-6	333	20.1	93.7	15.6	1.0	10.0	9.0	42.2	12.6	11.3	10,156
JONES	K-6	198	23.3	94.2	7.5	1.0	7.9	9.0	17.6	11.6	12.8	15,851
LAKE SHORE	K-6	673	22.8	93.9	27.5	2.0	10.6	12.9	16.9	9.6	12.0	11,591

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES‡

ANNE ARUNDEL COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
FOLGER MCKINSEY	3	109.4	4.29	4.14	+.15	4.31	4.23	+.08	4.84	4.61	+.23	4.56	4.16	+.40
	5	110.8	6.61	6.07	+.54	6.20	6.08	+.12	6.56	6.31	+.25	6.51	6.25	+.26
FORT SMALLWOOD	3	100.1	3.37	3.54	-.17	3.72	3.60	+.12	3.65	3.99	-.34	3.53	3.62	-.09
	5	99.0	5.18	5.03	+.15	5.14	5.08	+.06	5.06	5.32	-.26	5.36	5.31	+.05
FOUR SEASON	3	105.8	3.79	3.91	-.12	3.79	3.99	-.20	4.20	4.37	-.17	3.68	3.95	-.27
	5	109.4	5.82	5.95	-.13	5.78	5.96	-.18	6.22	6.19	+.03	5.63	6.13	-.50
FREETOWN	3	96.7	3.15	3.32	-.17	3.37	3.38	-.01	3.66	3.76	-.10	3.15	3.42	-.27
	5	101.0	4.83	5.21	-.38	5.07	5.25	-.18	5.27	5.49	-.22	5.22	5.46	-.24
GEORGE CROMWELL	3	104.1	3.74	3.80	-.06	3.55	3.87	-.32	3.94	4.25	-.31	3.76	3.85	-.09
	5	103.2	5.34	5.40	-.06	5.37	5.44	-.07	5.35	5.67	-.32	5.61	5.64	-.03
GEORGETOWN EAST	3	94.2	3.25	3.16	+.09	3.33	3.21	+.12	3.62	3.60	+.02	3.22	3.28	-.06
	5	98.8	5.11	5.01	+.10	5.08	5.06	+.02	5.27	5.30	-.03	5.09	5.29	-.20
GERMANTOWN INTERM	5	99.3	4.95	5.06	-.11	4.89	5.11	-.22	4.99	5.35	-.36	5.23	5.33	-.10
GERMANTOWN PRIMARY	3	97.2	3.50	3.35	+.15	3.56	3.41	+.15	3.69	3.80	-.11	3.52	3.45	+.07
GLEN BURNIE PARK	3	100.3	3.70	3.55	+.15	3.63	3.62	+.01	3.96	4.00	-.04	3.55	3.63	-.08
	5	104.0	5.56	5.47	+.09	5.24	5.50	-.26	5.61	5.74	-.13	5.51	5.70	-.19
GLENDALE	3	102.3	3.69	3.68	+.01	3.73	3.75	-.02	3.76	4.13	-.37	3.52	3.75	-.23
	5	104.4	5.42	5.51	-.09	5.30	5.54	-.24	5.34	5.77	-.43	5.42	5.74	-.32
HARMAN	3	97.7	3.49	3.39	+.10	3.48	3.44	+.04	3.77	3.83	-.06	3.54	3.48	+.06
	5	100.5	5.27	5.16	+.11	5.28	5.21	+.07	5.20	5.45	-.25	5.25	5.42	-.17
HIGH POINT	3	93.8	3.24	3.14	+.10	3.28	3.18	+.10	3.42	3.57	-.15	3.24	3.25	-.01
	5	99.2	4.97	5.05	-.08	4.68	5.10	-.42	4.99	5.34	-.35	5.08	5.32	-.24
HILLSMERE	3	101.8	3.69	3.65	+.04	3.69	3.72	-.03	4.17	4.10	+.07	3.70	3.72	-.02
	5	98.9	4.92	5.02	-.10	5.02	5.07	-.05	5.48	5.31	+.17	5.55	5.30	+.25
HILLTOP	3	103.1	3.60	3.73	-.13	3.63	3.81	-.18	4.29	4.19	+.10	4.06	3.79	+.27
	5	107.0	5.35	5.74	-.39	5.08	5.76	-.68 *	5.31	5.99	-.68	5.72	5.94	-.22
JACOBSVILLE	3	101.9	3.40	3.66	-.26	3.41	3.73	-.32	3.71	4.11	-.40	3.47	3.72	-.25
	5	98.2	4.94	4.96	-.02	4.78	5.01	-.23	4.82	5.25	-.43	4.82	5.24	-.42
JESSUP	3	99.8	3.27	3.52	-.25	3.41	3.58	-.17	3.53	3.97	-.44	3.24	3.60	-.36
	5	98.8	4.98	5.01	-.03	5.01	5.06	-.05	5.08	5.30	-.22	5.08	5.29	-.21
JONES	3	112.4	4.11	4.33	-.22	4.27	4.43	-.16	4.95	4.81	+.14	4.32	4.33	-.01
	5	100.3	5.79	5.15	+.64	5.54	5.19	+.35	5.80	5.43	+.37	5.66	5.41	+.25
LAKE SHORE	3	100.3	3.25	3.55	-.30	3.41	3.62	-.21	3.91	4.00	-.09	3.55	3.63	-.08
	5	99.9	5.14	5.11	+.03	5.13	5.16	-.03	5.29	5.40	-.11	5.05	5.38	-.33

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‡ SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

ANNE ARUNDEL COUNTY (LINTHICUM - POINT PLEASANT)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
LINTHICUM	K-6	540	22.5	95.4	23.0	1.0	8.9	22.0	16.7	1.5	12.0	13,240
LOTHIAN	P-3	441	23.2	92.3	18.0	1.0	6.0	18.0	10.5	11.9	12.0	10,072
MANOR VIEW	K-6	856	27.2	95.5	29.5	2.0	7.7	17.8	22.2	6.2	12.4	7487
MARLEY	K-6	488	19.5	93.1	24.0	1.0	7.5	24.1	16.0	7.5	11.6	10,501
MARYLAND CITY	K-6	572	23.0	95.8	23.9	1.0	7.2	26.0	12.0	6.6	12.3	12,258
MAYO	K-6	396	24.7	95.6	14.0	2.0	9.7	31.9	18.7	2.6	12.4	12,113
MEADE HEIGHTS	K-6	384	28.4	95.4	12.5	1.0	9.3	23.0	14.8	5.7	12.3	7699
MILLERSVILLE	K-6	731	22.8	94.1	30.0	2.0	9.7	7.7	18.7	8.3	12.3	12,826
NORTH GLEN	K-6	435	20.7	91.0	20.0	1.0	11.0	39.0	28.6	7.9	11.9	11,407
OAK HILL	K-6	705	27.6	94.6	23.5	2.0	7.7	29.0	25.5	10.7	12.5	15,317
OAKWOOD	K-6	376	15.7	92.7	23.0	1.0	8.4	20.0	20.8	3.3	12.0	10,974
ODENTON	K-6	507	22.0	95.4	22.0	1.0	8.4	20.1	13.0	5.6	12.3	11,988
OVERLOOK	K-6	438	20.9	94.8	20.0	1.0	10.1	15.9	19.0	4.8	11.3	12,532
PARK ELEMENTARY	K-6	599	23.0	94.8	24.0	2.0	6.5	13.5	19.2	2.7	10.4	10,296
PAROLE	K-6	613	23.7	95.7	23.9	2.0	7.8	27.5	19.3	10.8	12.3	11,876
PASADENA	K-6	521	21.7	93.8	23.0	1.0	11.3	12.0	25.0	1.7	12.0	12,512
PERSHING HILL	K-6	543	21.7	95.8	24.0	1.0	12.7	17.4	20.0	5.9	12.4	7487
POINT PLEASANT	K-6	1,138	24.2	93.4	45.0	2.0	7.1	22.0	19.1	3.2	11.6	11,518

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES‡

ANNE ARUNDEL COUNTY
SCHOOL SYSTEM

SKILL AREAS

SCHOOL NAME	GRADE	AVERAGE SAS	VOCABULARY AVERAGE GE	VOCABULARY MARYLAND NORM	VOCABULARY DIFFERENCE	READING COMPREHENSION AVERAGE GE	READING COMPREHENSION MARYLAND NORM	READING COMPREHENSION DIFFERENCE	LANGUAGE TOTAL AVERAGE GE	LANGUAGE TOTAL MARYLAND NORM	LANGUAGE TOTAL DIFFERENCE	MATHEMATICAL TOTAL AVERAGE GE	MATHEMATICAL TOTAL MARYLAND NORM	MATHEMATICAL TOTAL DIFFERENCE
LINTHICUM	3	104.6	4.05	3.83	+.22	4.30	3.91	+.39	4.66	4.29	+.37	4.23	3.88	+.35
	5	107.2	6.26	5.76	+.50	5.74	5.77	-.03	5.65	6.01	-.36	5.75	5.96	-.21
LOTHIAN	3	97.8	3.27	3.39	-.12	3.38	3.45	-.07	3.67	3.84	-.17	3.30	3.48	-.18
MANOR VIEW	3	102.6	3.41	3.70	-.29	3.56	3.77	-.21	3.64	4.15	-.51	3.49	3.76	-.27
	5	101.7	5.27	5.27	+.00	5.48	5.31	+.17	5.56	5.55	+.01	5.34	5.52	-.18
MARLEY	3	96.0	3.36	3.28	+.08	3.26	3.33	-.07	3.33	3.72	-.39	3.01	3.38	-.37
	5	99.4	4.81	5.07	-.26	4.73	5.11	-.38	4.78	5.35	-.57	4.79	5.34	-.55
MARYLAND CITY	3	93.5	3.23	3.12	+.11	3.44	3.16	+.28	3.63	3.55	+.08	3.21	3.24	-.03
	5	103.8	5.47	5.46	+.01	5.22	5.49	-.27	5.44	5.72	-.28	5.49	5.69	-.20
MAYO	3	101.9	3.96	3.66	+.30	4.16	3.73	+.43	4.39	4.11	+.28	4.08	3.72	+.36
	5	104.2	6.07	5.49	+.58	5.76	5.52	+.24	6.03	5.76	+.27	6.43	5.72	+.71 *
MEADE HEIGHTS	3	102.0	3.77	3.66	+.11	3.81	3.73	+.08	4.30	4.12	+.18	4.15	3.73	+.42
	5	104.7	5.53	5.54	-.01	5.36	5.56	-.20	5.63	5.80	-.17	6.08	5.76	+.32
MILLERSVILLE ELEM	3	102.0	3.66	3.66	+.00	3.73	3.73	+.00	3.73	4.12	-.39	3.73	3.73	+.00
	5	100.9	5.32	5.20	+.12	5.21	5.24	-.03	5.42	5.48	-.06	5.85	5.46	+.39
NORTH GLEN	3	98.0	3.23	3.41	-.18	3.32	3.46	-.14	3.52	3.85	-.33	3.16	3.50	-.34
	5	101.4	5.03	5.24	-.21	5.07	5.28	-.21	5.22	5.52	-.30	5.30	5.50	-.20
OAK HILL	3	108.6	3.70	4.09	-.39	3.95	4.18	-.23	3.85	4.55	-.70 *	3.85	4.11	-.26
	5	107.4	5.71	5.77	-.06	5.69	5.79	-.10	5.80	6.02	-.22	5.86	5.97	-.11
OAKWOOD	3	97.7	3.65	3.39	+.26	3.68	3.44	+.24	4.10	3.83	+.27	3.72	3.48	+.24
	5	98.6	5.07	5.00	+.07	4.92	5.05	-.13	5.08	5.29	-.21	5.36	5.27	+.09
ODENTON	3	102.3	3.72	3.68	+.04	3.73	3.75	-.02	3.80	4.13	-.33	3.54	3.75	-.21
	5	106.8	5.19	5.72	-.53	5.38	5.74	-.36	5.24	5.97	-.73 *	5.30	5.93	-.63 *
OVERLOOK	3	103.8	3.83	3.78	+.05	3.59	3.85	-.26	3.62	4.23	-.61	3.66	3.83	-.17
	5	104.7	5.65	5.54	+.11	5.53	5.56	-.03	5.64	5.80	-.16	5.49	5.76	-.27
PARK ELEMENTARY	3	95.7	3.25	3.26	-.01	3.27	3.31	-.04	3.48	3.70	-.22	3.31	3.36	-.05
	5	100.9	4.93	5.20	-.27	5.02	5.24	-.22	5.10	5.48	-.38	4.99	5.46	-.47
PAROLE	3	99.6	3.15	3.51	-.36	3.34	3.57	-.23	3.44	3.96	-.52	3.28	3.59	-.31
	5	99.1	4.97	5.04	-.07	5.01	5.09	-.08	5.17	5.33	-.16	5.35	5.31	+.04
PASADENA	3	100.8	3.64	3.59	+.05	3.51	3.65	-.14	3.81	4.04	-.23	3.63	3.66	-.03
	5	102.2	5.80	5.31	+.49	5.44	5.35	+.09	5.72	5.59	+.13	5.73	5.56	+.17
PERSHING HILL	3	106.5	4.10	3.95	+.15	4.29	4.03	+.26	4.48	4.41	+.07	4.06	3.99	+.07
	5	107.5	5.57	5.78	-.21	5.77	5.80	-.03	5.86	6.03	-.17	5.78	5.98	-.20
POINT PLEASANT	3	103.1	3.60	3.73	-.13	3.61	3.81	-.20	3.85	4.19	-.34	3.55	3.79	-.24
	5	102.1	5.52	5.31	+.21	5.36	5.34	+.02	5.30	5.58	-.28	5.42	5.55	-.13

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‡ SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

ANNE ARUNDEL COUNTY (QUARTERFIELD - WEST ANNAPOLIS)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
QUARTERFIELD	K-6	680	21.6	94.3	29.5	2.0	7.0	20.5	15.9	12.3	12.0	11,669
RICHARD HENRY LEE	K-6	559	21.5	95.1	24.0	2.0	10.9	16.0	23.1	9.2	12.0	11,174
RIDGEWAY	K-6	543	21.7	95.7	24.0	1.0	11.3	14.0	28.0	6.3	12.0	10,516
RIPPLING WOODS	K-6	841	30.0	94.4	26.0	2.0	6.7	19.5	25.0	4.8	12.1	12,695
RIVIERA BEACH	K-6	548	24.9	93.8	21.0	1.0	8.5	27.0	9.1	2.2	10.6	11,045
ROLLING KNOLLS	K-6	528	19.5	95.1	26.0	1.0	8.9	21.0	22.2	10.6	12.3	12,286
SEVERN	K-6	310	23.8	94.2	12.0	1.0	13.6	28.0	23.1	5.0	12.0	10,353
SEVERNA PARK	K-6	368	23.0	94.4	15.0	1.0	11.1	23.5	31.3	4.6	12.7	16,606
SHADE SIDE ELEMENTARY	K-6	688	22.9	94.4	28.0	2.0	8.6	25.2	20.0	9.5	12.0	10,373
SOLLEY	K-6	198	23.3	93.3	7.5	1.0	5.2	15.4	11.8	4.3	10.1	10,509
SOUTH SHORE	K-6	290	23.4	93.4	11.4	1.0	5.3	13.5	11.3	17.6	10.5	12,801
SOUTHGATE	K-6	646	24.8	94.7	24.0	2.0	8.1	14.9	17.3	4.6	12.1	12,461
SUNSET	K-6	648	24.0	92.5	25.0	2.0	4.8	10.5	22.2	5.7	10.4	10,821
TRACEYS	1-5	394	17.9	96.3	21.0	1.0	10.5	28.0	36.4	17.9	11.7	9582
TYLER HEIGHTS	K-6	614	18.6	94.3	31.0	2.0	8.1	9.0	21.2	11.7	12.1	9913
VAN BOLCKELEN	K-6	853	23.2	92.3	35.8	1.0	8.5	18.0	23.9	4.0	12.0	9371
WAUGH CHAPEL	K-6	690	25.7	95.2	24.8	2.0	7.5	12.0	27.6	10.9	12.3	12,168
WEST ANNAPOLIS	K-6	316	21.8	96.6	13.5	1.0	9.5	15.2	34.5	13.2	12.4	10,767

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‡ SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES‡

ANNE ARUNDEL COUNTY SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
QUARTERFIELD	3	102.8	4.08	3.72	+.36	4.21	3.79	+.42	4.14	4.17	-.03	3.71	3.77	-.06
	5	102.9	5.85	5.38	+.47	5.55	5.41	+.14	5.80	5.65	+.15	5.71	5.62	+.09
RICHARD HENRY LEE	3	103.2	3.51	3.74	-.23	3.62	3.81	-.19	3.68	4.19	-.51	3.68	3.80	-.12
	5	97.7	5.22	4.92	+.30	5.13	4.97	+.16	5.01	5.21	-.20	4.85	5.20	-.35
RIDGEWAY	3	104.7	3.40	3.84	-.44	3.28	3.91	-.63 *	3.63	4.29	-.66	3.60	3.88	-.28
	5	102.3	5.32	5.32	+.00	5.27	5.36	-.09	5.35	5.60	-.25	5.56	5.57	-.01
RIPPLING WOODS	3	107.1	4.11	3.99	+.12	4.26	4.07	+.19	4.80	4.45	+.35	4.16	4.02	+.14
	5	103.7	5.77	5.45	+.32	5.50	5.48	+.02	5.56	5.71	-.15	5.35	5.68	-.33
RIVIERA BEACH	3	100.5	3.90	3.57	+.33	3.97	3.63	+.34	5.17	4.02	+1.15 *	4.36	3.64	+.72 *
	5	107.5	5.85	5.78	+.07	5.82	5.80	+.02	6.43	6.03	+.40	5.97	5.98	-.01
ROLLING KNOLLS	3	100.6	3.43	3.57	-.14	3.44	3.64	-.20	3.58	4.02	-.44	3.54	3.65	-.11
	5	97.4	5.24	4.89	+.35	5.27	4.95	+.32	5.39	5.19	+.20	5.17	5.18	-.01
SEVERN	3	100.2	3.42	3.55	-.13	3.41	3.61	-.20	3.91	4.00	-.09	3.43	3.62	-.19
	5	104.7	5.66	5.54	+.12	5.45	5.56	-.11	6.01	5.80	+.21	5.78	5.76	+.02
SEVERNA PARK	3	110.4	4.04	4.21	-.17	4.09	4.30	-.21	4.32	4.67	-.35	4.14	4.21	-.07
	5	111.4	6.62	6.13	+.49	6.44	6.13	+.31	6.89	6.36	+.53	6.38	6.29	+.09
SHADY SIDE ELEM	3	92.4	2.82	3.05	-.23	2.87	3.09	-.22	3.29	3.48	-.19	3.13	3.17	-.04
	5	99.1	4.58	5.04	-.46	4.53	5.09	-.56	4.80	5.33	-.53	4.94	5.31	-.37
SOLLEY	3	101.4	3.22	3.63	-.41	3.50	3.69	-.19	3.36	4.08	-.72 *	3.35	3.69	-.34
	5	101.4	4.84	5.24	-.40	4.78	5.28	-.50	4.90	5.52	-.62	4.96	5.50	-.54
SOUTH SHORE	3	103.9	3.85	3.79	+.06	3.63	3.86	-.23	4.11	4.24	-.13	3.76	3.84	-.08
	5	107.7	5.57	5.80	-.23	5.53	5.82	-.29	5.81	6.05	-.24	5.86	6.00	-.14
SOUTHGATE	3	101.2	3.81	3.61	+.20	3.80	3.68	+.12	3.98	4.06	-.08	3.64	3.68	-.04
	5	105.4	5.78	5.60	+.18	5.71	5.62	+.09	5.91	5.86	+.05	5.63	5.82	-.19
SUNSET	3	96.0	3.08	3.28	-.20	3.25	3.33	-.08	3.15	3.72	-.57	3.18	3.38	-.20
	5	97.2	4.66	4.87	-.21	4.66	4.93	-.27	4.65	5.17	-.52	4.99	5.16	-.17
THACEYS	3	100.0	3.77	3.54	+.23	3.91	3.60	+.31	4.56	3.98	+.58	3.87	3.61	+.26
	5	100.8	5.08	5.19	-.11	5.42	5.23	+.19	5.75	5.47	+.28	5.50	5.45	+.05
TYLER HEIGHTS	3	95.3	2.98	3.23	-.25	3.17	3.28	-.11	3.34	3.67	-.33	3.18	3.34	-.16
	5	94.7	4.49	4.65	-.16	4.64	4.72	-.08	4.66	4.96	-.30	4.69	4.96	-.27
VAN BOLCKELEN	3	95.8	3.34	3.26	+.08	3.07	3.32	-.25	3.11	3.70	-.59	3.33	3.37	-.04
	5	94.2	4.27	4.61	-.34	4.34	4.67	-.33	4.27	4.92	-.65	4.54	4.92	-.38
WAUGH CHAPEL	3	103.3	3.66	3.75	-.09	3.54	3.82	-.28	3.73	4.20	-.47	3.81	3.80	+.01
	5	103.5	5.70	5.43	+.27	5.39	5.46	-.07	5.53	5.70	-.17	5.58	5.66	-.08
WEST ANNAPOLIS	3	97.6	3.44	3.38	+.06	3.52	3.44	+.08	3.80	3.82	-.02	2.92	3.47	-.55 *
	5	97.0	5.75	4.86	+.89 *	5.64	4.91	+.73 *	5.47	5.15	+.32	5.26	5.15	+.11

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‡ SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

ANNE ARUNDEL COUNTY (WEST MEADE - SOUTHERN SR HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
WEST MEADE	K-6	486	21.6	95.1	21.5	1.0	8.7	17.0	26.7	5.6	12.4	7487
WOODSIDE	K-6	600	24.5	93.7	23.5	1.0	9.9	24.8	12.2	5.9	12.0	10,974
MAGOTHY RIVER MIDDLE	6-8	1,008	19.8	95.3	48.0	3.0	7.1	21.3	33.3	5.1	12.5	13,478
SOUTHERN JR HIGH	6-8	776	18.9	94.4	38.0	3.0	7.5	20.6	34.1	13.1	12.0	10,152
ANNAPOLIS JR HIGH	7-9	2,397	17.6	93.3	130.9	5.0	8.6	13.8	25.7	8.0	12.3	11,747
ARUNDEL JR HIGH #1	7-9	2,342	18.0	92.8	123.0	7.0	6.3	14.6	23.1	8.2	12.2	13,049
ARUNDEL JR HIGH #2	7-9	2,342	18.0	92.8	123.0	7.0	6.3	14.6	23.1	8.2	12.2	13,049
BATES JR	7-9	1,117	18.3	91.8	58.0	3.0	7.1	11.5	26.2	14.2	12.4	10,951
BROOKLYN PARK HIGH	7-12	1,634	18.1	88.8	86.0	4.0	10.7	16.2	34.4	5.3	10.3	10,775
CORKRAN JR HIGH	7-9	1,769	18.4	92.6	92.0	4.0	7.8	19.0	21.9	5.6	12.0	11,324
GEORGE FOX JR HIGH	7-9	1,161	16.8	92.0	66.0	3.0	7.7	10.2	30.4	6.7	11.0	11,116
LAKESHORE JR HIGH	7-9	1,120	21.1	90.2	50.0	3.0	5.0	11.5	24.5	NA	NA	NA
LINDALE JR HIGH	7-9	1,738	18.9	92.9	88.0	4.0	6.9	14.9	27.2	4.4	11.7	12,004
MACARTHUR JR HIGH	7-9	1,969	17.7	94.9	105.0	6.0	6.2	15.7	24.3	7.1	12.2	9331
MARLEY JR HIGH	7-9	1,229	18.6	91.2	63.0	3.0	8.1	17.1	15.1	4.7	11.8	11,165
SEVERN RIVER JR	7-9	1,005	18.6	94.0	51.0	3.0	6.9	14.3	20.4	NA	NA	NA
SEVERNA PARK JR HIGH	7-9	1,512	19.0	94.7	76.6	3.0	8.2	11.2	26.4	5.2	12.3	13,931
SOUTHERN SR HIGH	9-12	1,977	18.7	89.3	100.6	5.0	9.1	24.2	26.5	11.1	12.1	10,769

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES‡

ANNE ARUNDEL COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
WEST MEADE	3	103.4	3.40	3.75	-.35	3.38	3.83	-.45	3.54	4.21	-.67	3.51	3.81	-.30
	5	105.3	5.51	5.59	-.08	5.63	5.61	+.02	5.42	5.85	-.43	5.34	5.81	-.47
WOODSIDE	3	99.2	3.65	3.48	+.17	3.57	3.54	+.03	3.66	3.93	-.27	3.45	3.57	-.12
	5	104.6	5.38	5.53	-.15	5.31	5.55	-.24	5.36	5.79	-.43	5.10	5.75	-.65 *
MAGOTHY RIVER MIDDLE	7	107.8	7.64	7.58	+.06	7.31	7.55	-.24	7.39	7.61	-.22	7.81	7.80	+.01
SOUTHERN JR HI	7	98.0	6.28	6.52	-.24	6.55	6.56	-.01	6.30	6.67	-.37	6.54	6.80	-.26
ANNAPOLIS JR HIGH	7	100.7	6.54	6.81	-.27	6.77	6.83	-.06	6.51	6.93	-.42	6.87	7.07	-.20
	9	97.5	8.14	7.98	+.16	7.95	7.92	+.03	7.83	8.02	-.19	8.00	8.10	-.10
ARUNDEL JR HI #1	7	104.6	6.97	7.23	-.26	7.10	7.22	-.12	6.91	7.30	-.39	7.02	7.47	-.45
	9	103.3	8.61	8.65	-.04	8.52	8.59	-.07	8.21	8.59	-.38	8.58	8.73	-.15
ARUNDEL JR HI #2	7	104.8	7.13	7.26	-.13	7.29	7.24	+.05	7.22	7.32	-.10	7.43	7.49	-.06
	9	99.2	8.62	8.18	+.44	8.63	8.12	+.51	8.54	8.18	+.36	8.64	8.29	+.35
BATES JR	7	99.2	6.71	6.65	+.06	6.74	6.68	+.06	6.62	6.79	-.17	6.75	6.92	-.17
	9	102.9	8.20	8.61	-.41	8.22	8.55	-.33	8.25	8.55	-.30	8.38	8.69	-.31
BROOKLYN PARK HIGH	7	94.8	6.44	6.17	+.27	6.57	6.24	+.33	6.68	6.37	+.31	6.72	6.47	+.25
	9	97.5	8.15	7.98	+.17	8.33	7.92	+.41	8.42	8.02	+.40	8.32	8.10	+.22
CORKRAN JR HIGH	7	104.3	7.05	7.20	-.15	7.10	7.19	-.09	7.08	7.28	-.20	7.23	7.44	-.21
	9	101.1	8.41	8.40	+.01	8.24	8.34	-.10	8.23	8.37	-.14	8.40	8.49	-.09
GEORGE FOX JR HIGH	7	101.8	6.41	6.93	-.52	6.48	6.94	-.46	6.32	7.04	-.72	6.73	7.19	-.46
	9	100.0	8.05	8.27	-.22	7.88	8.21	-.33	7.51	8.26	-.75	7.97	8.37	-.40
LAKESHORE JR HIGH	7	103.2	6.82	7.08	-.26	7.01	7.08	-.07	6.69	7.17	-.48	7.06	7.33	-.27
	9	103.0	8.20	8.62	-.42	8.17	8.56	-.39	7.83	8.56	-.73	8.30	8.70	-.40
LINDALE JR HIGH	7	102.8	6.80	7.04	-.24	6.90	7.04	-.14	6.85	7.13	-.28	7.07	7.29	-.22
	9	101.3	8.38	8.42	-.04	8.29	8.36	-.07	8.08	8.39	-.31	8.29	8.51	-.22
MACARTHUR JR HIGH	7	101.9	6.91	6.94	-.03	7.12	6.95	+.17	6.87	7.05	-.18	7.10	7.20	-.10
	9	105.4	8.49	8.90	-.41	8.62	8.84	-.22	8.39	8.80	-.41	8.64	8.95	-.31
MARLEY JR HIGH	7	102.4	6.92	7.00	-.08	6.82	7.00	-.18	6.72	7.09	-.37	6.90	7.25	-.35
	9	99.9	8.16	8.26	-.10	8.05	8.20	-.15	8.13	8.25	-.12	8.13	8.36	-.23
SEVERN RIVER JR	7	105.7	7.37	7.35	+.02	7.35	7.34	+.01	7.08	7.41	-.33	7.49	7.59	-.10
	9	106.2	9.01	8.99	+.02	8.89	8.93	-.04	8.61	8.88	-.27	9.06	9.04	+.02
SEVERNA PARK JR HIGH	7	104.8	7.18	7.26	-.08	7.33	7.24	+.09	6.98	7.32	-.34	7.46	7.49	-.03
	9	104.8	9.19	8.83	+.36	8.93	8.77	+.16	8.81	8.74	+.07	9.14	8.89	+.25

SOUTHERN SR HIGH THIS SCHOOL IS PARTICIPATING IN THE MARYLAND ALTERNATIVE ACCOUNTABILITY PILOT PROJECT. (SEE SECTION 4.2.02)

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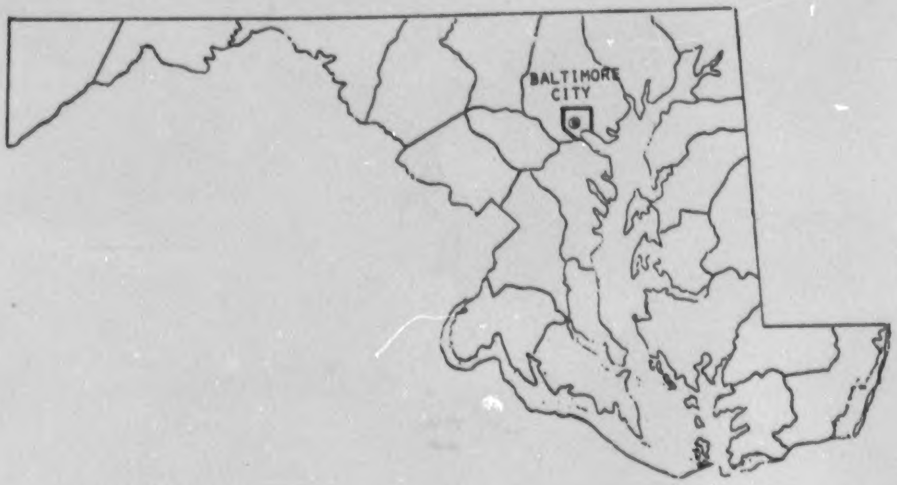
‡ SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

4.2.3 Baltimore City



A. Present Status of the Accountability Program

Systemwide goals and objectives with an accompanying management and accountability scheme have been in focus in the Baltimore City public schools for a period of two years. Systemwide goals and objectives were developed by the Curriculum Division and the Regional Instructional Teams after having surveyed the accountability plans of the schools, and each region engaged in intensive studies of regional goals and objectives based on normative data and school test results. Committees composed of staff, parents, and students formulated specific attainments in reference to specific educational school units.

The initial narrative report, as documented in the Maryland Accountability Assessment Program Report for 1974-75, lists the goals and objectives for the Baltimore City public schools. Added to this list is an eleventh objective, which relates to facilitating the desegregation requirement.

B. Local Assessment Activities

The Center for Planning, Research, and Evaluation has developed a needs assessment instrument which each school will use in a program of staff development. Findings will be studied and used as a basis for school program evaluation, faculty in-service programs and school program planning.

In addition, and as the direct result of needs assessment, the Sequential List of Reading Skills documents a hierarchy of reading skills through which students should progress. The criterion performance assessment tests in reading represent diagnostic tests that can be used to assess levels of reading proficiency. Similar efforts for a mathematics diagnostic assessment are in the process of development in the school system.

C. Comments on Accountability Assessment Results

It is essential to develop the proper perspective regarding identification of appropriate standardized achievement tests that are used in the manner that the Iowa Tests of Basic Skills are being used by the state. There are many strata of the population from which samples of pupils can be selected for the development of a standardized test. Because of the different populations used for norming each test, certain of the tests may be more appropriate than others for use in individual school systems. Standardized test users should be apprised of limitations and constraints imposed by the norm sampling since the indicated performance levels may be somewhat inappropriate for accurate comparison.

Given the fact that Baltimore City has performed at a level that is discrepant from national norms -- as much as two standard deviations for some grades -- it is highly possible that, in this case, the standardized achievement test used by the Maryland Accountability Assessment Program is an inappropriate measure for accurately assessing pupils attending the Baltimore City public schools.

A comparison of test performance levels was made of the city schools for the years 1973-74 and 1974-75. This comparison was based on pupil achievement and variability of performance. The level of performance difference is almost imperceptible when grade equivalent scores are observed. The 1975 test scores, though slightly lower than 1974, are more compact and less variable than 1974.

Grade 3 results, though discrepant from national norms by approximately six months on the average, are consistently better when their discrepancy rates are compared with the other grade levels' discrepancy rates for the national norms.

D. Program Modification Activities

The following program modification activities have been initiated:

- Staff development through teacher student-management of individualized instruction;
- Teacher study-development and use of learning hierarchies in planning;
- Teacher study-use of TBO in the classroom (planning, pupil evaluation);
- More use of school tutors and volunteers; and
- Machine marking of criterion performance tests in reading.

Plans for a two-year, concentrated study in the aforementioned areas should result in improved classroom instruction with implicit grouping techniques. Attention will be paid to the selection of accompanying instructional materials such as curriculum packages and workbooks. Regional and centralized support services will relate to specific program modifications as indicated.

E. Unmet Needs for Resources to Permit Improvement of Program and Services

September 1975 will mark the installation of reading, mathematics, and writing labs in the secondary schools. Each lab will be stocked with materials to meet the needs of students who require additional help in these areas. The reading labs will be staffed with teachers. This endeavor represents a sizeable item in the budget.

Substitute money, to accompany release time for teacher training, is another financial item. Even though the thrust is desegregation, the curriculum concerns relate to state accountability and systemwide goals.

Unmet needs still remain unsolved in the area of personnel who can relate to students with diverse achievement levels and needs.

F. General Comments

The accountability program is expedient and should never be considered a threat to teachers and administrators since measures of relative instructional effectiveness are essential and should be continuously sought. Given the findings of the Anchor Study and the statistical concept of normalization, it is hoped that local systems will have latitude in determining which standardized test could be used in a state accountability program.

Accountability should become comprehensive so as to include, where expedient, the affective areas as well as the cognitive areas. Educators should face the task of becoming more skilled in presenting pupil growth increments in statistical form, and also in educating legislators regarding what is educationally sound, comprehensive, and needed in an accountability program.

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
877,838	10,284	23.9

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
9.9	10.2

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1974)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
173,198	$11,645	$20,350	10.1	26.1

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
20.1%	19.4	85.2%

C. FINANCIAL CHARACTERISTICS (FOR 1973-1974 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$908.16	$662.86	73.0%	$23.66

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.6%	$12.85	1.4%

* SEE CHAPTER 3, PAGES 60-65, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE CITY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE‡

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	12958	93.86	134	90.3	14.29	2.81	1.09
	5	13994	93.91	132	90.5	14.85	4.33	1.47
	7	14450	78.34	28	89.4	14.91	5.55	1.75
	9	13212	79.76	37	91.4	14.76	7.26	1.99
(2) READING COMPREHENSION	3	12958	93.86	134	90.3	14.29	2.82	1.04
	5	13994	93.91	132	90.5	14.85	4.30	1.28
	7	14450	78.34	28	89.4	14.91	5.60	1.52
	9	13212	79.76	37	91.4	14.76	7.05	1.86
(3) SPELLING	3	12958	92.56	134	90.3	14.29	3.46	1.34
	5	13994	93.14	132	90.5	14.85	4.82	1.77
	7	14450	79.00	28	89.4	14.91	6.05	2.05
	9	13212	78.29	37	91.4	14.76	7.69	2.39
(4) CAPITALIZATION	3	12958	92.56	134	90.3	14.29	3.27	1.23
	5	13994	93.14	132	90.5	14.85	4.80	1.58
	7	14450	79.00	28	89.4	14.91	6.17	1.93
	9	13212	78.29	37	91.4	14.76	7.81	2.23
(5) PUNCTUATION	3	12958	92.56	134	90.3	14.29	3.47	1.30
	5	13994	93.14	132	90.5	14.85	4.74	1.53
	7	14450	79.00	28	89.4	14.91	6.05	1.86
	9	13212	78.28	37	91.4	14.76	7.65	2.12

‡ SEE CHAPTER 3, PAGES 66-67, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE* (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	12958	92.56	134	90.3	14.29	3.03	1.21
	5	13994	93.14	132	90.5	14.85	4.42	1.50
	7	14450	79.00	28	89.4	14.91	5.80	1.79
	9	13212	78.28	37	91.4	14.76	7.22	2.28
(7) LANGUAGE TOTAL	3	12958	92.56	134	90.3	14.29	3.32	1.08
	5	13994	93.14	132	90.5	14.85	4.71	1.37
	7	14450	79.00	28	89.4	14.91	6.03	1.61
	9	13212	78.28	37	91.4	14.76	7.61	1.91
(8) MATHEMATICAL CONCEPTS	3	12958	93.77	134	90.3	14.29	3.00	.90
	5	13994	93.05	132	90.5	14.85	4.58	1.20
	7	14450	78.82	28	89.4	14.91	6.03	1.36
	9	13212	78.56	37	91.4	14.76	7.45	1.71
(9) MATHEMATICAL PROBLEMS	3	12958	93.77	134	90.3	14.29	2.94	.95
	5	13994	93.05	132	90.5	14.85	4.67	1.21
	7	14450	78.82	28	89.4	14.91	5.88	1.49
	9	13212	78.56	37	91.4	14.76	7.30	1.85
(10) MATHEMATICAL TOTAL	3	12958	93.77	134	90.3	14.29	3.00	.86
	5	13994	93.05	132	90.5	14.85	4.65	1.10
	7	14450	78.82	28	89.4	14.91	5.98	1.29
	9	13212	78.56	37	91.4	14.76	7.40	1.63

* SEE CHAPTER 3, PAGES 68-69, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE CITY

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES*

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975
NONVERBAL ABILITY	3	89.9	90.3
	5	90.8	90.5
	7	89.6	89.4
	9	91.9	91.4
VOCABULARY	3	2.84	2.81
	5	4.37	4.33
	7	5.70	5.55
	9	7.40	7.26
READING COMPREHENSION	3	2.86	2.82
	5	4.42	4.30
	7	5.72	5.60
	9	7.15	7.05
LANGUAGE TOTAL	3	3.36	3.32
	5	4.89	4.71
	7	6.24	6.03
	9	7.78	7.61
MATHEMATICAL TOTAL	3	3.08	3.00
	5	4.82	4.65
	7	6.15	5.98
	9	7.65	7.40

* SEE CHAPTER 3, PAGES 70-71, FOR DEFINITION OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD ALSO BE NOTED THAT THE SCORES REPORTED FOR YEAR I AND YEAR II ARE FROM DIFFERENT STUDENT POPULATIONS.

BALTIMORE CITY (ABBOTTSTON - BROOKLYN)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
ABBOTTSTON	K-6	820	22.2	95.3	35.0	2.0	9.7	23.7	21.6	21.5	10.4	7920
ABRAHAM LINCOLN	K-6	643	23.8	89.2	26.0	1.0	12.7	14.9	18.5	35.5	8.9	6912
ALEXANDER HAMILTON	K-6	720	22.1	91.7	31.6	1.0	14.0	15.0	24.5	26.8	10.0	7951
ARLINGTON	K-5	1,304	24.1	89.5	52.0	2.0	8.4	24.2	20.4	22.2	10.5	8809
ARMISTEAD	K-6	335	23.9	90.7	13.0	1.0	7.3	28.5	7.1	15.3	8.5	8205
ARMISTEAD GARDENS	PRE K-6	572	15.7	92.6	34.5	2.0	9.4	26.7	10.9	6.8	9.4	8994
ARUNDEL	K-6	768	21.5	92.5	33.8	2.0	12.8	24.0	11.2	40.5	10.5	6420
BARCLAY	K-6	674	17.1	91.3	36.4	3.0	9.7	26.8	20.3	30.1	11.5	7925
BARRISTER CHARLES CARROLL	2-3	552	25.1	89.1	21.0	1.0	10.5	18.0	9.1	30.0	8.1	6955
BAY BROOK	PRE K-6	548	21.9	88.9	24.0	1.0	7.7	18.5	12.0	23.0	9.4	8401
BEECHFIELD	K-6	1,170	23.9	93.4	47.0	2.0	10.3	23.5	16.3	3.6	11.4	10,323
BELMONT	K-6	497	19.8	94.5	24.1	1.0	13.8	29.0	17.9	22.4	10.2	8932
BENJAMIN BANNEKER	2-6	160	14.5	82.3	10.0	1.0	10.6	38.4	9.1	43.6	10.8	6538
BENTALOU	K-3	614	16.6	86.4	35.0	2.0	9.8	24.0	21.6	28.3	9.6	7707
BETSY ROSS	K-4	566	21.8	88.8	25.0	1.0	12.6	30.0	26.9	26.4	8.8	7891
BREHMS LANE	K-6	756	20.4	92.6	35.0	2.0	10.5	33.3	5.4	5.1	9.6	10,155
BROADWAY	K-6	265	20.4	91.3	12.0	1.0	12.5	32.0	23.1	47.3	8.5	5638
BROOKLYN	K-6	478	19.1	91.4	24.0	1.0	11.4	16.5	12.0	16.9	9.5	8867

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

BALTIMORE CITY
SCHOOL SYSTEM

SKILL AREAS

			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
ABBOTTSTON	3	88.9	2.44	2.82	-.38	2.68	2.85	-.17	3.05	3.25	-.20	2.83	2.97	-.14
	5	92.8	4.27	4.48	-.21	4.29	4.56	-.27	4.78	4.80	-.02	4.52	4.81	-.29
ABRAHAM LINCOLN	3	90.8	2.56	2.94	-.38	2.51	2.98	-.47	3.12	3.37	-.25	3.04	3.08	-.04
	5	86.4	3.97	3.92	+.05	3.89	4.01	-.12	4.12	4.27	-.15	4.21	4.30	-.09
ALEXANDER HAMILTON	3	87.4	2.40	2.72	-.32	2.56	2.75	-.19	3.06	3.15	-.09	2.80	2.88	-.08
	5	87.0	3.86	3.97	-.11	4.13	4.07	+.06	4.27	4.32	-.05	4.14	4.35	-.21
ARLINGTON	3	86.2	2.68	2.65	+.03	2.61	2.67	-.06	3.17	3.07	+.10	2.78	2.81	-.03
	5	89.1	4.16	4.16	+.00	4.19	4.24	-.05	4.55	4.49	+.06	4.43	4.52	-.09
ARMISTEAD	3	86.5	3.14	2.67	+.47	3.00	2.69	+.31	3.36	3.09	+.27	2.89	2.83	+.06
	5	90.9	4.43	4.32	+.11	4.28	4.40	-.12	4.50	4.64	-.14	4.67	4.66	+.01
ARMISTEAD GARDENS	3	79.3	2.70	2.20	+.50	2.68	2.21	+.47	3.05	2.61	+.44	2.89	2.41	+.48 *
	5	93.0	4.71	4.50	+.21	4.71	4.57	+.14	4.80	4.82	-.02	4.99	4.83	+.16
ARUNDEL	3	87.3	2.20	2.72	-.52	2.38	2.75	-.37	2.82	3.14	-.32	2.56	2.88	-.32
	5	88.2	3.59	4.08	-.49	3.76	4.17	-.41	4.40	4.42	-.02	4.21	4.45	-.24
BARCLAY	3	86.5	3.08	2.67	+.41	2.93	2.69	+.24	3.46	3.09	+.37	2.94	2.83	+.11
	5	88.9	3.74	4.14	-.40	3.83	4.23	-.40	4.05	4.48	-.43	4.29	4.50	-.21
BARRISTER CHAS CARRO	3	87.7	2.62	2.74	-.12	2.49	2.77	-.28	2.95	3.17	-.22	2.73	2.90	-.17
	5	90.6	4.30	4.29	+.01	4.35	4.37	-.02	4.58	4.62	-.04	4.87	4.64	+.23
BAY BROOK ELEMENTARY	3	92.8	2.64	3.07	-.43	2.73	3.12	-.39	3.12	3.50	-.38	3.08	3.19	-.11
	5	90.9	4.32	4.32	+.00	4.39	4.40	-.01	4.59	4.64	-.05	4.68	4.66	+.02
BEECHFIELD	3	98.7	3.51	3.45	+.06	3.47	3.51	-.04	3.89	3.90	-.01	3.54	3.54	+.00
	5	104.2	5.56	5.49	+.07	5.33	5.52	-.19	5.93	5.76	+.17	5.70	5.72	-.02
BELMONT	3	92.2	3.26	3.03	+.23	3.38	3.07	+.31	4.11	3.46	+.65	3.22	3.16	+.06
	5	91.9	4.23	4.40	-.17	4.32	4.48	-.16	4.81	4.73	+.08	4.44	4.74	-.30
BENJAMIN BANNEKER	3	85.6	2.25	2.61	-.36	1.95	2.63	-.68 *	2.32	3.03	-.71 *	2.41	2.78	-.37
	5	83.4	3.73	3.65	+.08	3.81	3.76	+.05	4.15	4.02	+.13	4.25	4.06	+.19
BENTALOU	3	93.9	2.98	3.14	-.16	3.08	3.19	-.11	3.66	3.58	+.08	3.39	3.26	+.13
BETSY ROSS	3	91.2	2.53	2.97	-.44	2.64	3.01	-.37	3.02	3.40	-.38	2.84	3.10	-.26
BREHMS LANE	3	98.3	3.23	3.43	-.20	3.49	3.48	+.01	3.92	3.87	+.05	3.59	3.51	+.08
	5	98.0	5.08	4.94	+.14	4.99	5.00	-.01	5.49	5.24	+.25	5.41	5.23	+.18
BROADWAY	3	92.9	2.96	3.08	-.12	3.05	3.12	-.07	3.08	3.51	-.43	2.92	3.20	-.28
	5	78.9	5.88	3.26	+2.62 *	5.75	3.38	+2.37 *	6.18	3.64	+2.54 *	5.34	3.70	+1.64 *
BROOKLYN	3	100.4	3.13	3.56	-.43	3.29	3.62	-.33	3.61	4.01	-.40	3.47	3.64	-.17
	5	96.8	4.74	4.84	-.10	4.61	4.89	-.28	4.80	5.14	-.34	5.10	5.13	-.03

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* SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

BALTIMORE CITY (CALLAWAY - EDGECOMB CIRCLE)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
CALLAWAY	K-6	1,006	26.1	94.6	36.5	2.0	9.3	21.4	20.8	14.6	12.0	9715
CARTER GODWIN WOODSON	K-6	574	23.0	94.2	24.0	1.0	9.5	31.0	24.0	17.5	10.8	8475
CECIL	K-6	684	25.8	92.8	25.5	1.0	13.3	25.8	26.4	29.7	9.7	7429
CHARLES CARROLL	P-6	1,362	17.7	88.1	75.0	2.0	10.9	17.9	15.6	57.3	8.8	3742
CHERRY HILL	P-6	825	25.0	91.9	32.0	1.0	10.9	32.0	24.2	43.6	9.7	5373
CITY SPRINGS	P-2,5-6	543	14.3	88.2	36.0	2.0	9.6	24.0	26.3	53.8	8.8	4027
COLDSTREAM PARK	K-6	669	22.1	91.8	28.3	2.0	6.6	24.0	14.5	22.4	10.1	7566
COLLINGTON SQUARE	P-6	1,122	26.1	90.1	41.0	2.0	8.0	26.4	9.3	36.0	9.6	7355
COLUMBUS	K-6	725	24.2	91.1	28.0	2.0	10.5	22.0	16.7	28.1	9.8	7194
COMMODORE JOHN ROGERS	P-6	1,145	24.6	93.3	44.5	2.0	8.9	12.5	15.1	34.7	8.4	6318
COPPIN	K-6	608	25.3	89.7	23.0	1.0	9.3	27.0	12.5	39.0	9.0	6157
CROSS COUNTRY	K-5	662	20.2	92.2	30.8	2.0	12.6	26.0	12.2	9.0	12.2	13,626
CURTIS BAY	K-6	591	19.1	99.4	29.0	2.0	8.4	31.0	19.3	17.4	9.0	8738
DAVID E WEGLEIN	P-4	534	15.7	85.6	32.0	2.0	8.2	32.3	23.5	57.5	8.6	3483
DICKEY HILL	K-6	495	22.5	93.3	21.0	1.0	9.4	27.0	22.7	8.1	12.3	10,298
DR BERNARD HARRIS	K-6	589	16.4	90.9	35.0	1.0	10.2	37.8	22.2	47.2	9.0	5796
DR MARTIN LUTHER KING JR	4-6	1,158	24.6	88.9	45.0	2.0	7.2	20.5	21.3	28.5	9.9	7572
EDGECOMB CIRCLE	K-6	1,261	26.2	91.8	46.1	2.0	8.9	34.5	22.9	23.6	11.0	8470

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES‡

BALTIMORE CITY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
CALLAWAY	3	89.5	2.80	2.86	-.06	2.95	2.89	+.06	3.58	3.29	+.29	2.95	3.00	-.05
	5	89.9	4.17	4.23	-.06	4.12	4.31	-.19	4.72	4.56	+.16	4.34	4.58	-.24
CARTER GODWIN WDSON	3	91.3	3.76	2.97	+.79 *	2.74	3.01	-.27	3.61	3.40	+.21	2.96	3.11	-.15
	5	94.1	4.87	4.60	+.27	4.63	4.67	-.04	5.40	4.91	+.49	4.96	4.91	+.05
CECIL	3	90.9	3.00	2.95	+.05	3.08	2.99	+.09	3.54	3.38	+.16	3.11	3.08	+.03
	5	91.3	4.13	4.35	-.22	4.23	4.43	-.20	4.84	4.68	+.16	4.49	4.69	-.20
CHARLES CARROLL	3	86.7	2.30	2.68	-.38	2.51	2.71	-.20	2.74	3.10	-.36	2.64	2.84	-.20
	5	89.0	3.98	4.15	-.17	4.10	4.23	-.13	4.47	4.49	-.02	4.63	4.51	+.12
CHERRY HILL	3	88.1	2.67	2.77	-.10	2.73	2.80	-.07	3.37	3.19	+.18	2.83	2.92	-.09
	5	87.5	4.18	4.02	+.16	4.24	4.11	+.13	4.91	4.36	+.55	4.41	4.39	+.02
CITY SPRINGS	3	92.7	2.60	3.06	-.46	2.72	3.11	-.39	3.05	3.50	-.45	2.90	3.19	-.29
	5	84.3	4.14	3.73	+.41	4.10	3.84	+.26	4.21	4.09	+.12	4.27	4.13	+.14
COLDSTREAM PARK	3	93.1	2.88	3.09	-.21	2.70	3.14	-.44	3.06	3.52	-.46	2.70	3.21	-.51 *
	5	90.4	4.35	4.27	+.08	3.81	4.35	-.54	4.33	4.60	-.27	4.24	4.62	-.38
COLLINGTON SQUARE	3	89.1	2.37	2.83	-.46	2.64	2.87	-.23	2.94	3.26	-.32	2.74	2.98	-.24
	5	87.5	3.77	4.02	-.25	3.96	4.11	-.15	4.58	4.36	+.22	4.33	4.39	-.06
COLUMBUS	3	85.3	2.47	2.59	-.12	2.58	2.61	-.03	2.84	3.01	-.17	2.64	2.76	-.12
	5	88.2	4.06	4.08	-.02	4.01	4.17	-.16	4.41	4.42	-.01	4.34	4.45	-.11
COMMODORE JOHN ROGER	3	82.7	2.77	2.42	+.35	2.48	2.44	+.04	2.85	2.83	+.02	2.67	2.61	+.06
	5	83.2	3.68	3.64	+.04	3.86	3.74	+.12	3.99	4.00	-.01	4.08	4.05	+.03
COPPIN	3	84.5	2.48	2.54	-.06	2.57	2.56	+.01	2.93	2.95	-.02	2.66	2.71	-.05
	5	86.4	3.58	3.92	-.34	3.78	4.01	-.23	4.08	4.27	-.19	4.02	4.30	-.28
CROSS COUNTRY	3	94.4	3.53	3.17	+.36	3.39	3.22	+.17	4.12	3.61	+.51	3.53	3.29	+.24
	5	97.8	6.12	4.93	+1.19 *	5.37	4.98	+.39	5.79	5.22	+.57	5.51	5.21	+.30
CURTIS BAY	3	95.2	2.88	3.23	-.35	2.86	3.28	-.42	3.44	3.66	-.22	3.17	3.33	-.16
	5	97.2	4.84	4.87	-.03	4.69	4.93	-.24	5.00	5.17	-.17	5.35	5.16	+.19
DAVID E WEGLEIN	3	87.2	2.42	2.71	-.29	2.38	2.74	-.36	2.90	3.13	-.23	2.63	2.87	-.24
DICKEY HILL	3	99.0	3.12	3.47	-.35	3.21	3.53	-.32	3.90	3.92	-.02	3.52	3.55	-.03
	5	97.2	4.96	4.87	+.09	4.80	4.93	-.13	5.45	5.17	+.28	5.09	5.16	-.07
DR BERNARD HARRIS EL	3	88.4	2.26	2.79	-.53	2.58	2.82	-.24	2.87	3.21	-.34	2.81	2.94	-.13
	5	87.8	3.35	4.04	-.69	3.98	4.13	-.15	3.59	4.39	-.80 *	3.78	4.41	-.63 *
DR MARTIN L. KING JR	5	87.2	4.19	3.99	+.20	4.32	4.08	+.24	4.37	4.34	+.03	4.42	4.37	+.05
EDGECOMB CIRCLE	3	89.1	2.48	2.83	-.35	2.67	2.87	-.20	3.13	3.26	-.13	2.79	2.98	-.19
	5	89.7	3.80	4.21	-.41	3.98	4.29	-.31	4.53	4.54	-.01	4.38	4.56	-.18

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‡ SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

BALTIMORE CITY (EDGEWOOD - GEORGE WASHINGTON)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

BALTIMORE CITY 3

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
EDGEWOOD	K-6	672	20.9	92.9	30.1	2.0	15.3	25.5	31.1	23.0	11.1	8068
ELEMENTARY #58	K-6	414	24.3	94.7	16.0	1.0	13.1	18.0	17.6	12.9	12.3	10,385
ELEMENTARY #94	K-6	497	20.7	91.8	23.0	1.0	13.0	35.0	25.0	32.5	9.5	7073
ELEMENTARY #126	P-6	209	19.0	91.4	10.0	1.0	16.4	25.0	27.3	32.8	8.4	6510
ELMER A HENDERSON	K-6	830	23.1	89.3	34.0	2.0	7.8	23.0	16.7	47.9	8.8	5874
EUTAW	P-6	939	19.2	89.9	47.0	2.0	11.5	21.5	24.5	49.0	9.4	5553
FANNIE L BARBOUR	2-6	458	14.3	85.5	30.0	2.0	11.9	24.0	18.7	45.2	8.1	4977
FORT WORTHINGTON	2-6	1,009	20.2	93.0	48.0	2.0	9.6	32.4	10.0	22.4	10.1	9075
FRANKFORD	K-6	732	20.3	92.1	34.0	2.0	13.8	23.0	8.3	3.0	11.4	9942
FRANKLIN D ROOSEVELT	K-6	424	23.5	90.8	17.0	1.0	12.5	24.0	27.8	25.2	10.7	8128
FRANKLIN SQUARE	3-6	483	14.6	84.2	32.0	1.0	10.5	30.0	18.2	42.8	8.6	5822
FURLEY	K-6	779	21.9	93.2	33.5	2.0	7.0	31.7	22.5	3.6	10.4	10,312
FURMAN TEMPLETON	P-6	592	17.9	87.1	31.0	2.0	8.4	23.9	30.3	58.8	NA	NA
GARDENVILLE	K-6	426	23.7	94.3	17.0	1.0	12.1	30.0	27.8	5.0	10.2	10,601
GARRETT HEIGHTS	K-6	511	23.8	93.3	20.5	1.0	13.8	33.0	18.6	4.5	11.0	10,788
GEORGE KELSON	K-6	496	22.5	88.2	20.0	2.0	14.0	23.3	18.2	48.9	NA	NA
GEORGE STREET	K-5	672	20.4	89.2	31.0	2.0	11.7	35.0	18.2	58.2	8.5	3644
GEORGE WASHINGTON	P-6	687	19.6	90.0	33.0	2.0	8.1	21.6	17.1	36.4	8.2	6612

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

BALTIMORE CITY
SCHOOL SYSTEM

SKILL AREAS

			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
EDGEWOOD	3	89.4	2.75	2.85	-.10	2.74	2.89	-.15	3.38	3.28	+.10	2.97	3.00	-.03
	5	90.3	4.45	4.26	+.19	4.13	4.34	-.21	4.73	4.59	+.14	4.45	4.61	-.16
ELEMENTARY 058	3	93.9	3.46	3.14	+.32	2.82	3.19	-.37	3.51	3.58	-.07	3.12	3.26	-.14
	5	98.9	6.70	5.02	+1.68 *	6.12	5.07	+1.05 *	7.20	5.31	+1.89 *	6.19	5.30	+.89 *
ELEMENTARY 094	3	85.4	2.75	2.59	+.16	2.87	2.62	+.25	3.00	3.01	-.01	2.78	2.77	+.01
	5	88.1	3.88	4.07	-.19	3.74	4.16	-.42	4.41	4.41	+.00	4.27	4.44	-.17
ELEMENTARY 126	3	89.2	2.33	2.84	-.51	2.59	2.87	-.28	2.73	3.27	-.54	2.89	2.99	-.10
	5	83.0	3.81	3.62	+.19	4.12	3.73	+.39	3.81	3.99	-.18	4.21	4.03	+.18
ELMER A HENDERSON	3	84.1	2.26	2.51	-.25	2.41	2.53	-.12	2.83	2.93	-.10	2.57	2.69	-.12
	5	85.4	3.52	3.83	-.31	3.62	3.93	-.31	3.99	4.19	-.20	4.07	4.22	-.15
EUTAW	3	87.4	2.63	2.72	-.09	2.63	2.75	-.12	2.96	3.15	-.19	2.82	2.88	-.06
	5	88.7	4.36	4.12	+.24	4.11	4.21	-.10	4.52	4.46	+.06	4.60	4.48	+.12
FANNIE L BARBOUR	5	86.0	3.66	3.88	-.22	3.39	3.98	-.59	4.36	4.24	+.12	4.35	4.27	+.08
FORT WORTHINGTON	3	88.0	2.81	2.76	+.05	2.83	2.79	+.04	3.44	3.19	+.25	3.12	2.92	+.20
	5	90.2	4.13	4.25	-.12	4.10	4.34	-.24	4.74	4.59	+.15	4.46	4.60	-.14
FRANKFORD	3	96.7	3.22	3.32	-.10	3.27	3.38	-.11	3.88	3.76	+.12	3.37	3.42	-.05
	5	94.6	5.11	4.64	+.47	4.97	4.71	+.26	5.10	4.95	+.15	5.23	4.95	+.28
FRANKLIN D ROOSEVELT	3	83.6	2.80	2.48	+.32	2.76	2.50	+.26	3.36	2.89	+.47	3.02	2.66	+.36
	5	87.5	4.27	4.02	+.25	4.20	4.11	+.09	4.40	4.36	+.04	4.56	4.39	+.17
FRANKLIN SQUARE	5	85.9	3.98	3.87	+.11	3.99	3.97	+.02	4.32	4.23	+.09	4.25	4.26	-.01
FURLEY	3	94.2	3.39	3.16	+.23	3.23	3.21	+.02	3.84	3.60	+.24	3.55	3.28	+.27
	5	97.3	5.12	4.88	+.24	4.82	4.94	-.12	5.49	5.18	+.31	5.15	5.17	-.02
FURMAN TEMPLETON	3	86.4	2.58	2.66	-.08	2.48	2.69	-.21	2.63	3.08	-.45	2.62	2.82	-.20
	5	83.4	3.84	3.65	+.19	4.02	3.76	+.26	4.04	4.02	+.02	4.41	4.06	+.35
GARDENVILLE	3	101.2	3.47	3.61	-.14	3.63	3.68	-.05	4.21	4.06	+.15	3.82	3.68	+.14
	5	101.1	5.31	5.22	+.09	5.18	5.26	-.08	5.72	5.50	+.22	5.47	5.47	+.00
GARRETT HEIGHTS	3	100.5	3.31	3.57	-.26	3.37	3.63	-.26	4.13	4.02	+.11	3.44	3.64	-.20
	5	102.7	5.41	5.36	+.05	5.31	5.39	-.08	5.68	5.63	+.05	5.60	5.60	+.00
GEORGE KELSON	3	86.2	3.07	2.65	+.42	2.83	2.67	+.16	3.06	3.07	-.01	2.95	2.81	+.14
	5	89.5	4.27	4.19	+.08	4.57	4.28	+.29	4.70	4.53	+.17	4.83	4.55	+.28
GEORGE STREET	3	88.0	2.84	2.76	+.08	2.87	2.79	+.08	3.17	3.19	-.02	2.81	2.92	-.11
	5	84.7	3.74	3.77	-.03	3.58	3.87	-.29	4.17	4.13	+.04	3.97	4.17	-.20
GEORGE WASHINGTON	3	90.5	2.25	2.92	-.67 *	2.44	2.96	-.52	2.76	3.35	-.59	2.63	3.06	-.43
	5	89.8	3.94	4.22	-.28	4.02	4.30	-.28	4.31	4.55	-.24	4.42	4.57	-.15

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* SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

BALTIMORE CITY (GILMOR - HOWARD PARK)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (1) (12)
GILMOR	K-6	761	23.1	87.9	31.0	2.0	13.8	28.9	21.2	49.8	8.9	5295
GLENMOUNT	K-6	629	22.4	94.9	26.1	2.0	10.5	29.5	16.0	3.9	10.8	10,853
GOVANS	K-6	512	19.4	92.9	25.4	1.0	11.5	36.0	11.4	6.4	12.4	13,200
GRACELAND PARK ODONNEL HI	P-6	687	19.9	87.2	32.5	2.0	7.9	19.3	29.0	40.5	8.8	7709
GROVE PARK	K-6	699	22.5	93.9	29.0	2.0	9.9	21.0	22.6	6.9	12.0	10,506
GUILFORD	K-6	751	24.2	91.6	29.0	2.0	9.2	28.7	19.3	14.3	12.1	10,812
GUILFORD AVENUE	P-6	520	16.3	91.9	30.0	2.0	11.4	21.5	18.7	41.6	10.2	6260
GWYNNS FALLS	K-6	742	23.9	92.5	29.0	2.0	17.4	27.5	35.5	21.3	11.0	9194
HAMILTON	K-6	535	20.6	94.1	25.0	1.0	10.4	18.0	15.4	2.3	11.1	10,915
HAMPDEN	K-6	756	21.6	87.5	33.0	2.0	11.8	20.0	25.7	16.9	9.5	8881
HAMPSTEAD HILL	K-6	412	22.9	91.3	17.0	1.0	7.8	30.0	5.5	14.5	8.2	8411
HARLEM PARK	K-6	856	24.0	88.2	33.6	2.0	11.1	27.7	21.3	47.6	8.7	5360
HAZELWOOD	K-6	649	20.3	92.1	30.0	2.0	9.4	27.9	15.6	4.5	10.9	11,217
HIGHLANDTOWN #215	K-6	536	20.6	91.3	25.0	1.0	8.5	30.5	7.7	8.6	8.5	9076
HIGHLANDTOWN #237	K-6	237	24.9	89.4	8.5	1.0	6.5	21.0	42.1	9.3	8.4	8709
HILTON	K-6	925	25.7	94.6	34.0	2.0	11.1	25.0	13.9	14.5	11.9	10,305
HOLABIRD	K-6	500	20.8	91.2	23.0	1.0	10.7	30.0	4.2	33.2	8.9	8637
HOWARD PARK	K-6	840	25.5	93.5	31.0	2.0	11.4	25.3	24.2	7.9	12.0	10,456

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE CITY (GILMOR - HOWARD PARK)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

BALTIMORE CITY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
GILMOR	3	86.8	2.56	2.68	-.12	2.37	2.71	-.34	2.82	3.11	-.29	2.57	2.85	-.28
	5	87.6	3.79	4.02	-.23	3.97	4.12	-.15	4.28	4.37	-.09	4.14	4.40	-.26
GLENMOUNT	3	99.4	4.00	3.50	+.50	3.97	3.56	+.41	4.70	3.94	+.76 *	4.23	3.58	+.65 *
	5	102.5	5.77	5.34	+.43	5.64	5.38	+.26	6.10	5.61	+.49	5.63	5.58	+.05
GOVANS	3	91.4	2.82	2.98	-.16	3.06	3.02	+.04	3.66	3.41	+.25	3.31	3.11	+.20
	5	93.4	4.94	4.54	+.40	4.88	4.61	+.27	5.15	4.85	+.30	5.21	4.86	+.35
GRACELAND PARK	3	92.3	2.63	3.04	-.41	2.91	3.08	-.17	3.05	3.47	-.42	2.84	3.17	-.33
	5	94.9	5.11	4.67	+.44	4.30	4.73	-.43	5.01	4.98	+.03	4.95	4.98	-.03
GROVE PARK	3	94.5	3.45	3.18	+.27	3.23	3.23	+.00	3.93	3.62	+.31	3.41	3.29	+.12
	5	86.6	4.51	3.94	+.57	4.43	4.03	+.40	4.74	4.29	+.45	4.87	4.32	+.55
GUILFORD	3	87.3	2.61	2.72	-.11	2.42	2.75	-.33	3.29	3.14	+.15	2.78	2.88	-.10
	5	89.0	5.24	4.15	+1.09 *	4.03	4.23	-.20	4.40	4.49	-.09	4.41	4.51	-.10
GUILFORD AVENUE	3	96.5	4.63	3.31	+1.32 *	2.89	3.36	-.47	3.91	3.75	+.16	3.75	3.41	+.34
	5	91.5	4.93	4.37	+.56	4.22	4.45	-.23	4.94	4.69	+.25	5.12	4.71	+.41
GWYNNS FALLS	3	89.1	3.12	2.83	+.29	2.85	2.87	-.02	3.29	3.26	+.03	3.04	2.98	+.06
	5	93.2	4.58	4.52	+.06	4.51	4.59	-.08	4.82	4.84	-.02	4.62	4.84	-.22
HAMILTON	3	99.8	3.11	3.52	-.41	3.25	3.58	-.33	3.96	3.97	-.01	3.63	3.60	+.03
	5	103.1	5.46	5.39	+.07	5.33	5.43	-.10	5.96	5.66	+.30	5.36	5.63	-.27
HAMPDEN	3	93.3	3.58	3.10	+.48	3.60	3.15	+.45	3.25	3.54	-.29	3.27	3.22	+.05
	5	95.1	5.27	4.69	+.58	4.73	4.75	-.02	5.24	5.00	+.24	5.17	4.99	+.18
HAMPSTEAD HILL	3	90.8	2.53	2.94	-.41	2.80	2.98	-.18	3.21	3.37	-.16	3.00	3.08	-.08
	5	93.5	4.43	4.55	-.12	4.32	4.62	-.30	4.76	4.86	-.10	5.19	4.87	+.32
HARLEM PARK	3	82.0	2.43	2.38	+.05	2.46	2.39	+.07	2.71	2.79	-.08	2.57	2.57	+.00
	5	81.5	3.50	3.49	+.01	3.57	3.60	-.03	4.11	3.86	+.25	4.14	3.91	+.23
HAZELWOOD	3	99.3	3.63	3.49	+.14	3.45	3.55	-.10	4.32	3.94	+.38	3.86	3.57	+.29
	5	103.6	5.45	5.44	+.01	5.39	5.47	-.08	5.96	5.70	+.26	5.78	5.67	+.11
HIGHLANDTOWN 215	3	90.0	3.26	2.89	+.37	2.83	2.93	-.10	3.49	3.32	+.17	3.34	3.03	+.31
	5	97.4	4.90	4.89	+.01	5.02	4.95	+.07	5.08	5.19	-.11	5.08	5.18	-.10
HIGHLANDTOWN 237	3	97.7	2.88	3.39	-.51	3.04	3.44	-.40	3.32	3.83	-.51	3.41	3.48	-.07
	5	100.4	4.82	5.16	-.34	4.92	5.20	-.28	6.56	5.44	+1.12 *	5.38	5.42	-.04
MILTON	3	91.7	3.27	3.00	+.27	3.11	3.04	+.07	3.86	3.43	+.43	3.12	3.13	-.01
	5	93.0	4.71	4.50	+.21	4.61	4.57	+.04	5.35	4.82	+.53	4.76	4.83	-.07
HOLABIRD	3	96.6	2.83	3.32	-.49	2.83	3.37	-.54	3.43	3.76	-.33	3.11	3.41	-.30
	5	91.1	4.62	4.33	+.29	4.65	4.41	+.24	4.65	4.66	-.01	4.80	4.68	+.12
HOWARD PARK	3	90.6	2.59	2.93	-.34	2.65	2.97	-.32	3.08	3.36	-.28	2.87	3.07	-.20
	5	92.1	4.09	4.42	-.33	4.11	4.50	-.39	4.63	4.74	-.11	4.58	4.76	-.18

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* SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

BALTIMORE CITY (IRVINGTON - MARGARET BRENT)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
IRVINGTON	K-6	494	18.3	93.6	26.0	1.0	8.3	36.8	22.2	11.7	10.4	9060
JACKIE ROBINSON	4-6	308	18.1	84.1	16.0	1.0	9.2	35.0	11.8	38.4	9.3	6898
JAMES MC HENRY	P-3	557	19.9	88.7	27.0	1.0	13.4	39.0	32.1	42.1	8.1	5551
JAMES MONROE	P-3	787	23.1	87.6	32.0	2.0	11.0	24.1	11.8	34.9	8.4	6684
JAMES MOSHER	P-6	729	22.8	94.2	30.0	2.0	11.6	23.7	18.7	16.5	10.8	8891
JOHN EAGER HOWARD	K-6	1,177	23.3	87.8	48.6	2.0	9.0	21.0	13.0	30.7	10.0	6395
JOHN RUHRAH	K-6	438	20.9	94.2	20.0	1.0	8.2	23.0	19.0	9.7	8.6	9847
JOHNSTON SQUARE	K-6	1,008	24.3	88.1	39.5	2.0	8.7	24.0	19.3	46.6	8.8	5266
JOSEPH HARRISON LOCKERMAN	P-6	465	18.9	91.3	23.6	1.0	9.2	31.0	16.3	42.5	8.5	5853
LAFAYETTE	K-6	769	22.0	93.5	33.0	2.0	13.8	20.0	25.7	24.3	10.2	8269
LAKELAND	K-6	765	21.3	91.1	34.0	2.0	5.5	26.7	19.4	7.9	10.0	9014
LEITH WALK	K-5	863	22.9	95.1	35.6	2.0	11.4	28.5	17.5	3.6	12.2	11,530
LEXINGTON TERRACE	P-6	1,116	21.9	89.4	49.0	2.0	11.4	33.7	19.6	54.6	8.5	3557
LIBERTY	P-6	987	21.6	91.7	43.6	2.0	8.0	28.0	13.1	11.7	11.7	9965
LYNDHURST	K-5	1,112	24.2	93.5	44.0	2.0	9.9	27.0	21.7	9.3	11.0	9539
MADISON SQUARE	P-6	710	20.9	89.8	32.0	2.0	10.3	26.5	17.6	48.3	8.8	5516
MALCOLM X ELEMENTARY	P-4	549	22.0	89.9	24.0	1.0	8.5	19.0	4.0	20.8	10.5	8605
MARGARET BRENT	P-6	742	22.8	87.5	30.5	2.0	9.4	29.5	18.5	29.4	9.9	7434

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

BALTIMORE CITY SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
IRVINGTON	3	92.9	3.01	3.08	-.07	2.89	3.12	-.23	3.45	3.51	-.06	3.01	3.20	-.19
	5	91.8	4.34	4.40	-.06	4.25	4.47	-.22	5.11	4.72	+.39	4.56	4.73	-.17
JACKIE ROBINSON	5	89.6	3.96	4.20	-.24	4.09	4.29	-.20	4.40	4.54	-.14	4.39	4.56	-.17
JAMES MC HENRY	3	86.8	3.13	2.68	+.45	3.13	2.71	+.42	3.18	3.11	+.07	3.06	2.85	+.21
JAMES MONROE	3	84.7	2.42	2.55	-.13	2.51	2.57	-.06	2.60	2.97	-.37	2.45	2.73	-.28
	5	84.5	3.64	3.75	-.11	3.97	3.85	+.12	4.38	4.11	+.27	4.23	4.15	+.08
JAMES MOSHER	3	94.7	2.78	3.19	-.41	2.92	3.24	-.32	3.61	3.63	-.02	3.13	3.30	-.17
	5	94.2	4.49	4.61	-.12	4.26	4.67	-.41	4.98	4.92	+.06	4.54	4.92	-.38
JOHN EAGER HOWARD	3	84.6	2.47	2.54	-.07	2.56	2.56	+.00	2.96	2.96	+.00	2.69	2.72	-.03
	5	88.5	4.26	4.10	+.16	4.15	4.19	-.04	4.88	4.44	+.44	4.53	4.47	+.06
JOHN RUHRAH	3	92.1	2.69	3.03	-.34	2.91	3.07	-.16	3.74	3.46	+.28	3.25	3.15	+.10
	5	90.9	4.43	4.32	+.11	4.52	4.40	+.12	4.93	4.64	+.29	4.83	4.66	+.17
JOHNSTON SQUARE	3	90.6	2.69	2.93	-.24	2.50	2.97	-.47	3.39	3.36	+.03	2.83	3.07	-.24
	5	84.6	3.58	3.76	-.18	3.86	3.86	+.00	4.18	4.12	+.06	4.09	4.16	-.07
JOSEPH H. LOCKERMAN	3	87.5	3.24	2.73	+.51	3.17	2.76	+.41	4.04	3.15	+.89 *	3.01	2.89	+.12
	5	87.7	4.74	4.03	+.71	4.72	4.12	+.60	5.64	4.38	+1.26 *	4.96	4.41	+.55
LAFAYETTE	3	90.0	2.83	2.89	-.06	2.60	2.93	-.33	3.40	3.32	+.08	2.88	3.03	-.15
	5	89.7	4.69	4.21	+.48	4.43	4.29	+.14	4.92	4.54	+.38	4.92	4.56	+.36
LAKELAND	3	104.0	2.93	3.79	-.86 *	2.76	3.87	-1.11 *	3.49	4.25	-.76 *	3.22	3.84	-.62 *
	5	101.3	5.08	5.23	-.15	5.02	5.27	-.25	5.27	5.51	-.24	5.39	5.49	-.10
LEITH WALK	3	99.6	3.74	3.51	+.23	3.76	3.57	+.19	4.45	3.96	+.49	3.85	3.59	+.26
	5	101.6	5.63	5.26	+.37	5.49	5.30	+.19	5.94	5.54	+.40	5.72	5.51	+.21
LEXINGTON TERRACE	3	87.5	3.23	2.73	+.50	2.99	2.76	+.23	3.50	3.15	+.35	2.88	2.89	-.01
	5	86.7	3.60	3.95	-.35	3.82	4.04	-.22	4.04	4.29	-.25	4.11	4.33	-.22
LIBERTY	3	91.3	2.55	2.97	-.42	2.61	3.01	-.40	3.16	3.40	-.24	2.81	3.11	-.30
	5	93.2	4.26	4.52	-.26	4.16	4.59	-.43	4.52	4.84	-.32	4.64	4.84	-.20
LYNDHURST	3	86.9	2.57	2.69	-.12	2.61	2.72	-.11	3.32	3.11	+.21	2.81	2.85	-.04
	5	91.2	4.24	4.34	-.10	4.21	4.42	-.21	4.92	4.67	+.25	4.49	4.68	-.19
MADISON SQUARE	3	85.4	2.40	2.59	-.19	2.40	2.62	-.22	2.82	3.01	-.19	2.65	2.77	-.12
	5	88.9	4.06	4.14	-.08	4.16	4.23	-.07	4.94	4.48	+.46	4.46	4.50	-.04
MALCOLM X ELEMENTARY	3	88.5	2.46	2.79	-.33	2.59	2.83	-.24	2.87	3.22	-.35	2.74	2.95	-.21
MARGARET BRENT	3	89.5	2.74	2.86	-.12	2.76	2.89	-.13	3.19	3.29	-.10	3.04	3.00	+.04
	5	89.2	4.09	4.17	-.08	3.90	4.25	-.35	4.49	4.50	-.01	4.66	4.52	+.14

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* SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

BALTIMORE CITY (MARY E RODMAN - ROBERT FULTON)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
MARY E RODMAN	K-6	1,062	22.1	93.1	46.0	2.0	11.4	24.9	18.7	10.6	10.8	9328
MATTHEW A HENSON	K-6	882	25.5	93.4	32.6	2.0	11.3	28.5	14.5	35.7	9.6	7220
MEDFIELD HEIGHTS	K-6	386	16.1	93.8	23.0	1.0	8.8	37.0	25.0	8.5	11.6	11,017
MONTEBELLO	P-6	1,056	22.5	91.6	45.0	2.0	6.8	24.3	19.1	14.6	10.7	10,062
MORDECAI GIST	K-6	620	22.1	92.1	27.0	1.0	11,4	20.0	14.3	11.7	11.8	9726
MORRELL	K-6	473	18.5	91.7	24.5	1.0	8.0	33.0	7.8	11.4	9.1	9529
MT ROYAL	P-6	541	15.9	92.0	32.0	2.0	9.5	25.1	20.6	26.8	11.8	8079
MT WASHINGTON	K-6	415	21.4	94.2	18.4	1.0	15.1	27.0	27.8	7.2	12.7	1,6612
MT WINANS	K-6	283	20.2	90.0	13.0	1.0	11.2	28.0	7.1	59.6	9.3	3893
NORTH BEND	P-6	801	22.3	88.0	34.0	2.0	8.6	21.5	22.2	NA	NA	NA
NORTHWOOD	K-6	993	23.6	93.3	40.0	2.0	8.9	24.0	16.7	5.4	12.1	11,973
OLIVER CROMWELL	K-6	727	22.0	92.2	31.0	2.0	9.2	22.5	18.2	33.1	9.2	6792
OLIVER H PERRY	K-6	384	20.2	90.7	18.0	1.0	7.1	24.5	15.8	23.6	8.3	7753
PATAPSCO	P-6	680	25.2	89.2	25.0	2.0	12.6	15.5	29.6	47.9	9.4	4349
PATRICK HENRY	K-4	246	20.5	88.1	11.0	1.0	10.8	30.0	0.0	30.0	9.3	7843
PIMLICO	K-6	1,832	26.8	90.4	66.4	2.0	9.5	30.0	22.5	17.3	10.5	8385
RAGNEL HEIGHTS	K-6	739	18.2	93.4	38.6	2.0	9.1	35.4	8.6	6.4	11.1	10,139
ROBERT FULTON	K-5	433	22.8	88.1	18.0	1.0	13.9	26.0	15.8	33.5	9.0	6458

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

BALTIMORE CITY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
MARY E RODMAN	3	84.5	2.39	2.54	-.15	2.59	2.56	+.03	3.30	2.95	+.35	2.76	2.71	+.05
	5	92.7	4.04	4.48	-.44	4.08	4.55	-.47	4.90	4.79	+.11	4.48	4.80	-.32
MATTHEW A HENSON	3	88.2	2.69	2.78	-.09	2.68	2.81	-.13	3.17	3.20	-.03	3.04	2.93	+.11
	5	90.1	4.10	4.25	-.15	4.21	4.33	-.12	5.02	4.58	+.44	4.66	4.60	+.06
MEDFIELD HEIGHTS	3	97.3	3.52	3.36	+.16	3.46	3.42	+.04	4.00	3.80	+.20	3.62	3.46	+.16
	5	99.9	5.13	5.11	+.02	5.00	5.16	-.16	5.36	5.40	-.04	5.43	5.38	+.05
MONTEBELLO	3	90.7	2.63	2.94	-.31	2.60	2.97	-.37	3.29	3.36	-.07	2.84	3.07	-.23
	5	88.8	3.83	4.13	-.30	3.92	4.22	-.30	4.39	4.47	-.08	4.46	4.49	-.03
MORDECAI GIST	3	88.3	2.51	2.78	-.27	2.57	2.81	-.24	3.20	3.21	-.01	2.82	2.93	-.11
	5	86.8	3.90	3.95	-.05	4.16	4.05	+.11	4.28	4.30	-.02	4.37	4.33	+.04
MORRELL	3	93.4	3.62	3.11	+.51	3.30	3.16	+.14	3.92	3.54	+.38	3.52	3.23	+.29
	5	94.2	4.73	4.61	+.12	4.62	4.67	-.05	4.89	4.92	-.03	5.07	4.92	+.15
MT ROYAL	3	99.9	3.52	3.53	-.01	3.69	3.59	+.10	4.64	3.98	+.66	3.70	3.61	+.09
	5	100.4	5.29	5.16	+.13	5.14	5.20	-.06	5.64	5.44	+.20	5.87	5.42	+.45
MT WASHINGTON	3	110.8	4.53	4.23	+.30	4.64	4.32	+.32	5.32	4.70	+.62	4.83	4.24	+.59 *
	5	111.1	6.62	6.10	+.52	6.26	6.10	+.16	6.89	6.33	+.56	6.71	6.27	+.44
MT WINANS	3	89.3	2.74	2.85	-.11	2.78	2.88	-.10	2.87	3.27	-.40	2.69	2.99	-.30
	5	86.3	3.56	3.91	-.35	3.93	4.01	-.08	4.23	4.26	-.03	4.15	4.29	-.14
NORTH BEND	3	83.8	2.88	2.49	+.39	2.62	2.51	+.11	3.29	2.91	+.38	2.98	2.67	+.31
	5	90.3	4.32	4.26	+.06	4.11	4.34	-.23	4.65	4.59	+.06	4.88	4.61	+.27
NORTHWOOD	3	90.4	2.84	2.92	-.08	2.80	2.95	-.15	3.50	3.34	+.16	2.99	3.06	-.07
	5	94.4	4.44	4.63	-.19	4.40	4.69	-.29	4.65	4.94	-.29	4.74	4.94	-.20
OLIVER CROMWELL	3	87.5	2.95	2.73	+.22	2.80	2.76	+.04	3.69	3.15	+.54	3.27	2.89	+.38
	5	84.1	3.32	3.72	-.40	3.66	3.82	-.16	3.94	4.08	-.14	4.19	4.12	+.07
OLIVER H PERRY	3	90.8	2.51	2.94	-.43	2.50	2.98	-.48	3.01	3.37	-.36	2.67	3.08	-.41
	5	92.6	4.46	4.47	-.01	4.37	4.54	-.17	4.77	4.79	-.02	5.05	4.80	+.25
PATAPSCO	3	85.8	2.38	2.62	-.24	2.46	2.65	-.19	3.02	3.04	-.02	2.61	2.79	-.18
	5	86.7	3.48	3.95	-.47	3.80	4.04	-.24	4.11	4.29	-.18	4.24	4.33	-.09
PATRICK HENRY	3	85.8	2.21	2.62	-.41	2.34	2.65	-.31	2.90	3.04	-.14	2.48	2.79	-.31
PIMLICO	3	84.9	2.37	2.56	-.19	2.54	2.59	-.05	2.99	2.98	+.01	2.81	2.74	+.07
	5	86.4	3.94	3.92	+.02	4.05	4.01	+.04	4.12	4.27	-.15	4.17	4.30	-.13
RAGNEL HEIGHTS	3	92.0	3.01	3.02	-.01	2.82	3.06	-.24	3.68	3.45	+.23	3.06	3.15	-.09
	5	89.5	4.05	4.19	-.14	4.18	4.28	-.10	4.42	4.53	-.11	4.33	4.55	-.22
ROBERT FULTON	3	91.6	2.66	2.99	-.33	2.88	3.03	-.15	3.03	3.42	-.39	2.83	3.13	-.30
	5	86.5	3.64	3.93	-.29	3.70	4.02	-.32	4.13	4.28	-.15	4.40	4.31	+.09

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* SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

BALTIMORE CITY (ROBERT W COLEMAN - WAVERLY)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
ROBERT W COLEMAN	K-6	471	18.1	88.6	25.0	1.0	12.2	23.5	26.9	33.6	9.7	6936
ROSEMONT	P-6	686	20.2	90.5	32.0	2.0	9.8	21.7	8.8	22.0	9.7	8398
RUTLAND	K-6	789	18.8	91.6	40.0	2.0	8.1	25.0	14.3	38.0	9.3	6604
SAMUEL COLERIDGE TAYLOR	P-6	637	14.8	90.4	40.5	2.5	13.8	25.2	8.1	56.3	8.4	4169
SAMUEL F B MORSE	K,4-6	654	16.8	86.9	37.0	2.0	10.5	31.0	20.5	26.0	8.2	7170
SARAH M ROACH	K-6	548	23.8	94.3	22.0	1.0	11.6	30.0	21.7	NA	NA	NA
SINCLAIR LANE	K-6	780	24.4	91.0	30.0	2.0	10.0	27.3	6.3	16.7	10.0	9751
SIR ROBERT EDEN	P-6	470	22.4	89.8	20.0	1.0	9.9	24.8	23.8	47.1	8.9	5896
SPRINGHILL	P-3	706	20.8	90.6	32.0	2.0	9.1	18.7	14.7	25.1	10.1	8054
ST HELENA	K-6	55	18.3	51.0	3.0	0.0	10.3	0.0	0.0	46.4	8.9	6351
STEUART HILL	P-[illegible]	849	23.4	83.4	34.3	2.0	10.2	26.5	35.3	34.3	8.3	6201
TENCH TILGHMAN	K-6	734	22.9	89.0	30.0	2.0	5.9	24.0	12.5	25.8	8.3	6942
THOMAS G HAYES	K-6	678	17.8	89.2	36.0	2.0	10.0	22.5	15.8	51.9	8.8	3931
THOMAS JEFFERSON	K-6	437	24.3	94.7	17.0	1.0	13.2	26.0	50.0	4.0	12.0	11,684
THOMAS JOHNSON	K-6	834	22.5	88.1	35.0	2.0	9.5	24.9	21.6	14.9	8.5	8597
VICTORY	P-6	420	17.5	88.2	23.0	1.0	4.5	24.0	12.5	48.5	9.7	2703
VIOLETVILLE	K-6	422	19.3	94.1	20.8	1.0	10.0	15.8	17.4	5.6	9.4	10,193
WAVERLY	K-6	708	23.2	95.1	28.5	2.0	7.1	31.5	22.9	15.9	11.6	10,154

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES‡

BALTIMORE CITY
SCHOOL SYSTEM

SKILL AREAS

			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
ROBERT W COLEMAN	3	88.7	2.77	2.81	-.04	2.50	2.84	-.34	2.93	3.23	-.30	2.92	2.96	-.04
	5	87.3	3.99	4.00	-.01	3.93	4.09	-.16	4.21	4.34	-.13	4.41	4.37	+.04
ROSEMONT	3	89.3	2.82	2.85	-.03	2.81	2.88	-.07	3.72	3.27	+.45	3.02	2.99	+.03
	5	87.7	3.94	4.03	-.09	3.94	4.12	-.18	4.27	4.38	-.11	4.34	4.41	-.07
RUTLAND	3	81.4	2.18	2.34	-.16	2.33	2.35	-.02	2.72	2.75	-.03	2.60	2.53	+.07
	5	73.8	4.01	2.81	+1.20 *	3.74	2.95	+.79 *	4.19	3.22	+.97 *	4.04	3.30	+.74 *
SAM COLERIDGE TAYLOR	3	87.3	2.66	2.72	-.06	2.80	2.75	+.05	3.05	3.14	-.09	2.73	2.88	-.15
	5	89.6	3.93	4.20	-.27	4.13	4.29	-.16	4.20	4.54	-.34	4.21	4.56	-.35
SAMUEL F B MORSE	5	89.5	3.96	4.19	-.23	3.96	4.28	-.32	4.33	4.53	-.20	4.58	4.55	+.03
SARAH M ROACH	3	94.1	2.35	3.16	-.81 *	2.53	3.20	-.67 *	3.12	3.59	-.47	2.95	3.27	-.32
	5	83.8	4.07	3.69	+.38	4.13	3.79	+.34	4.46	4.05	+.41	4.40	4.09	+.31
SINCLAIR LANE	3	94.1	2.94	3.16	-.22	3.17	3.20	-.03	3.59	3.59	+.00	3.28	3.27	+.01
	5	89.8	4.55	4.22	+.33	4.54	4.30	+.24	4.91	4.55	+.36	4.90	4.57	+.33
SIR ROBERT EDEN	3	79.8	2.22	2.23	-.01	2.41	2.24	+.17	2.77	2.64	+.13	2.60	2.44	+.16
	5	88.3	3.50	4.09	-.59	3.75	4.18	-.43	3.92	4.43	-.51	4.29	4.45	-.16
SPRINGHILL	3	84.5	2.53	2.54	-.01	2.52	2.56	-.04	3.11	2.95	+.16	2.72	2.71	+.01
ST HELENA	3	92.3	4.85	3.04	+1.81 *	3.00	3.08	-.08	4.73	3.47	+1.26 *	4.12	3.17	+.95 *
	5	103.1	7.43	5.39	+2.04 *	7.32	5.43	+1.89 *	6.85	5.66	+1.19 *	6.00	5.63	+.37
STEUART HILL	3	87.6	2.44	2.74	-.30	2.39	2.77	-.38	2.71	3.16	-.45	2.78	2.89	-.11
TENCH TILGHMAN	3	86.5	2.20	2.67	-.47	2.21	2.69	-.48	2.71	3.09	-.38	2.67	2.83	-.16
	5	88.6	3.56	4.11	-.55	3.75	4.20	-.45	4.07	4.45	-.38	4.25	4.48	-.23
THOMAS G HAYES	3	90.0	2.12	2.89	-.77 *	2.25	2.93	-.68 *	2.81	3.32	-.51	2.66	3.03	-.37
	5	84.5	3.73	3.75	-.02	3.78	3.85	-.07	4.07	4.11	-.04	4.06	4.15	-.09
THOMAS JEFFERSON	3	91.7	3.33	3.00	+.33	3.26	3.04	+.22	3.75	3.43	+.32	3.49	3.13	+.36
	5	96.5	4.74	4.81	-.07	4.82	4.87	-.05	5.16	5.11	+.05	4.87	5.11	-.24
THOMAS JOHNSON	3	96.1	2.66	3.28	-.62 *	2.88	3.34	-.46	3.40	3.72	-.32	3.23	3.39	-.16
	5	95.9	4.93	4.76	+.17	4.97	4.82	+.15	5.33	5.06	+.27	5.21	5.06	+.15
VICTORY	3	85.8	2.46	2.62	-.16	2.55	2.65	-.10	2.78	3.04	-.26	2.61	2.79	-.18
	5	87.9	4.11	4.05	+.06	3.88	4.14	-.26	4.38	4.39	-.01	4.30	4.42	-.12
VIOLETVILLE	3	100.1	3.24	3.54	-.30	3.28	3.60	-.32	3.90	3.99	-.09	3.40	3.62	-.22
	5	99.2	5.29	5.05	+.24	5.07	5.10	-.03	5.59	5.34	+.25	5.46	5.32	+.14
WAVERLY	3	97.3	2.88	3.36	-.48	2.84	3.42	-.58 *	3.54	3.80	-.26	3.04	3.46	-.42
	5	88.5	4.11	4.10	+.01	4.15	4.19	-.04	4.63	4.44	+.19	4.31	4.47	-.16

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‡ SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

BALTIMORE CITY (WESTSIDE - BALTIMORE CITY COLLEGE)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
WESTSIDE	P-6	883	23.3	90.9	35.8	2.0	14.3	38.5	15.9	39.1	10.0	5862
WILLIAM FELL	5-6	354	24.2	81.7	13.6	1.0	11.3	28.5	20.5	21.7	8.1	7368
WILLIAM M ALEXANDER	P-6	439	19.1	90.0	22.0	1.0	16.1	38.0	26.1	49.0	8.7	5083
WILLIAM PACA	K-6	1,020	23.7	88.3	41.0	2.0	9.1	26.3	20.9	15.9	8.4	8713
WINDSOR HILLS	K-6	489	19.6	91.8	24.0	1.0	14.7	23.0	20.0	13.9	11.5	9920
WINSTON	K-6	1,110	24.1	92.6	44.0	2.0	10.7	28.5	10.9	13.4	12.0	10,481
WM PINDERHUGHES	P-6	504	17.4	89.4	28.0	1.0	6.9	21.0	13.8	44.6	8.6	5284
WOODHOME	K-6	564	15.2	93.7	36.1	1.0	8.3	23.0	27.2	2.2	11.0	11,257
YORKWOOD	K-6	698	22.2	92.9	29.4	2.0	13.1	30.0	12.7	6.0	12.0	10,888
CANTON ELEM & JR HIGH	K-9	2,091	20.9	79.6	96.2	4.0	7.3	24.1	13.2	17.5	8.5	8008
CHINQUAPIN MIDDLE	6-8	1,120	14.5	84.9	75.5	2.0	8.5	18.7	16.1	NA	NA	NA
FALLSTAFF	6-8	686	16.9	91.4	39.5	1.0	7.3	33.0	22.2	10.5	12.0	12.437
FRANCIS SCOTT KEY	K-9	1,518	20.9	72.5	69.5	3.0	9.0	22.2	19.3	21.5	8.4	7942
HOME AND HOSPITAL	K-12			NO RESOURCE DATA AS OF 9/74								
ROBERT POOLE	K-9	1,694	22.3	81.3	74.0	2.0	9.2	32.9	15.8	15.1	9.8	9060
ROLAND PK ELEM & JR HIGH	K-9	1,284	19.3	87.0	63.5	3.0	9.8	27.2	19.5	8.0	12.4	13,263
WILLIAM S. BAER	K-12			NO RESOURCE DATA AS OF 9/74								
BALTIMORE CITY COLLEGE	9-12	1,040	15.7	76.5	64.0	2.0	13.1	16.3	42.4	29.7	10.5	8142

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES‡

BALTIMORE CITY SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
WESTSIDE	3	83.7	2.64	2.49	+.15	2.60	2.50	+.10	2.90	2.90	+.00	2.62	2.67	-.05
	5	87.5	3.89	4.02	-.13	4.02	4.11	-.09	4.23	4.36	-.13	4.41	4.39	+.02
WILLIAM FELL	5	83.4	4.10	3.65	+.45	3.92	3.76	+.16	4.30	4.02	+.28	4.64	4.06	+.58
WILLIAM H ALEXANDER	3	88.3	2.40	2.78	-.38	2.53	2.81	-.28	2.98	3.21	-.23	2.73	2.93	-.20
	5	91.2	4.42	4.34	+.08	4.62	4.42	+.20	4.94	4.67	+.27	5.01	4.68	+.33
WILLIAM PACA	3	92.5	2.64	3.05	-.41	2.89	3.09	-.20	3.08	3.48	-.40	2.93	3.18	-.25
	5	88.1	4.15	4.07	+.08	4.27	4.16	+.11	4.44	4.41	+.03	4.77	4.44	+.33
WINDSOR HILLS	3	85.7	3.13	2.61	+.52	3.13	2.64	+.49	3.65	3.03	+.62	3.06	2.78	+.28
	5	90.6	4.97	4.29	+.68	4.67	4.37	+.30	4.92	4.62	+.30	4.60	4.64	-.04
WINSTON	3	86.7	2.73	2.68	+.05	2.74	2.71	+.03	3.50	3.10	+.40	2.95	2.84	+.11
	5	87.6	3.92	4.02	-.10	4.25	4.12	+.13	4.81	4.37	+.44	4.49	4.40	+.09
WM PINDERHUGHES	3	87.3	2.51	2.72	-.21	2.50	2.75	-.25	2.77	3.14	-.37	2.82	2.88	-.06
	5	83.5	4.03	3.66	+.37	3.87	3.77	+.10	3.99	4.03	-.04	4.11	4.07	+.04
WOODHOME	3	98.3	3.57	3.43	+.14	3.27	3.48	-.21	3.69	3.87	-.18	3.80	3.51	+.29
	5	102.7	5.35	5.36	-.01	5.07	5.39	-.32	5.36	5.63	-.27	5.47	5.60	-.13
YORKWOOD	3	99.3	3.75	3.49	+.26	3.59	3.55	+.04	4.39	3.94	+.45	3.68	3.57	+.11
	5	97.4	5.30	4.89	+.41	5.11	4.95	+.16	5.74	5.19	+.55	5.58	5.18	+.40
CANTON ELEM + JR HI	3	92.7	2.42	3.06	-.64 *	2.66	3.11	-.45	3.21	3.50	-.29	3.07	3.19	-.12
	5	87.2	4.13	3.99	+.14	4.12	4.08	+.04	4.35	4.34	+.01	4.66	4.37	+.29
	7	89.6	5.48	5.60	-.12	5.74	5.71	+.03	5.88	5.87	+.01	6.01	5.94	+.07
	9	95.2	7.81	7.72	+.09	7.80	7.65	+.15	7.89	7.79	+.10	7.97	7.86	+.11
CHINQUAPIN MIDDLE	7	94.7	6.16	6.16	+.00	6.13	6.23	-.10	6.64	6.36	+.28	6.44	6.46	-.02
FALLSTAFF	7	102.2	7.18	6.97	+.21	6.96	6.98	-.02	7.34	7.08	+.26	7.04	7.23	-.19
FRANCIS SCOTT KEY	3	89.6	2.60	2.87	-.27	2.93	2.90	+.03	2.94	3.29	-.35	2.92	3.01	-.09
	5	97.7	4.37	4.92	-.55	4.51	4.97	-.46	4.90	5.21	-.31	4.91	5.20	-.29
	7	90.3	5.55	5.68	-.13	5.71	5.78	-.07	6.13	5.94	+.19	6.28	6.01	+.27
	9	99.9	8.39	8.26	+.13	8.55	8.20	+.35	8.69	8.25	+.44	8.21	8.36	-.15
HOME AND HOSPITAL	3	88.1	2.81	2.77	+.04	2.97	2.80	+.17	3.07	3.19	-.12	2.63	2.92	-.29
	5	84.4	4.16	3.74	+.42	3.99	3.65	+.14	4.09	4.10	-.01	5.02	4.14	+.88 *
	7	85.6	5.28	5.17	+.11	5.60	5.31	+.29	5.48	5.49	-.01	5.86	5.53	+.33
	9	82.9	7.41	6.29	+1.12 *	6.86	6.22	+.64	7.25	6.56	+.69	7.25	6.53	+.72 *
ROBERT POOLE	3	95.4	3.22	3.24	-.02	3.08	3.29	-.21	3.75	3.68	+.07	3.45	3.35	+.10
	5	87.4	4.65	4.01	+.64	4.60	4.10	+.50	4.70	4.35	+.35	4.90	4.38	+.52
	7	90.9	5.98	5.74	+.24	6.09	5.84	+.25	6.37	6.00	+.37	6.24	6.07	+.17
	9	93.9	7.86	7.56	+.30	7.76	7.50	+.26	7.90	7.66	+.24	7.86	7.72	+.14
ROLAND PK ELEM + JR	3	109.0	4.23	4.11	+.12	4.50	4.20	+.30	4.57	4.58	-.01	4.38	4.13	+.25
	5	111.3	6.52	6.12	+.40	6.60	6.12	+.48	6.66	6.35	+.31	6.47	6.28	+.19
	7	94.4	6.36	6.13	+.23	6.35	6.20	+.15	6.89	6.33	+.56	6.48	6.43	+.05
	9	93.2	7.58	7.48	+.10	7.45	7.42	+.03	7.82	7.59	+.23	7.31	7.64	-.33
WILLIAM S BAER	7	86.5	5.26	5.27	-.01	5.14	5.40	-.26	5.36	5.58	-.22	5.28	5.62	-.34
	9	92.1	7.99	7.36	+.63	7.20	7.29	-.09	7.81	7.48	+.33	7.77	7.52	+.25
BALTO CITY COLLEGE	9	85.9	6.49	6.64	-.15	6.40	6.57	-.17	6.63	6.86	-.23	7.04	6.85	+.19

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* SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

BALTIMORE CITY (BALTIMORE POLYTECH INST - HOUSTON WOODS)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
BALTO POLYTECH INSTI	9-12	2,215	22.3	94.0	96.5	3.0	15.7	25.2	41.2	10.0	11.4	10,662
BENJAMIN FRANKLIN	7-9	1,391	20.5	74.1	65.0	3.0	9.9	27.7	19.1	21.4	9.4	8578
BOOKER T WASHINGTON	7-9	1,397	21.7	71.3	63.4	1.0	12.8	34.0	19.3	47.3	9.3	5404
CALVERTON	7-9	2,225	20.8	80.7	103.0	4.0	9.7	21.4	22.4	24.3	10.0	8051
CHERRY HILL	7-9	1,079	21.1	93.3	49.0	2.0	11.8	22.5	19.6	39.7	10.2	6682
CLIFTON PARK	7-8	1,314	18.9	70.8	66.5	3.0	10.4	24.8	19.4	34.0	9.5	6826
EASTERN	9-12	1,446	21.9	74.0	63.0	3.0	10.1	18.6	28.8	32.2	10.3	7932
EDGAR ALLEN POE	7-12	370	16.1	52.8	21.0	2.0	11.1	16.7	21.7	37.1	9.5	7026
FAIRMOUNT HILL	8-12	863	14.5	66.2	57.5	2.0	8.9	22.8	16.8	44.3	8.9	6047
FOREST PARK	9-12	778	13.9	74.1	53.0	3.0	12.5	18.4	33.9	26.3	10.8	8556
GARRISON	7-9	1,475	19.8	74.1	71.5	3.0	10.9	27.5	18.8	18.3	11.3	9144
GREENSPRING	7-9	2,471	19.9	85.2	120.0	4.0	7.8	24.1	15.3	21.9	11.0	8879
GWYNNS FALLS PARK	7-9	1,381	17.8	74.0	75.6	2.0	9.1	16.5	19.3	20.2	10.1	8478
HAMILTON	7-9	1,938	19.8	83.2	94.0	4.0	10.5	36.7	23.5	5.4	10.8	10,704
HAMPSTEAD HILL	7-9	2,194	19.4	72.2	108.0	5.0	11.1	24.5	22.1	24.0	8.5	8089
HARLEM PARK	7-9	2,427	22.3	74.2	106.0	3.0	10.0	33.3	22.9	41.7	8.8	5627
HERRING RUN	7-9	2,827	19.5	81.5	140.0	5.0	7.8	20.4	21.4	17.3	10.1	9478
HOUSTON-WOODS	7-12	1,162	15.4	66.9	73.6	2.0	12.0	33.0	15.9	44.1	9.3	5947

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE CITY (BALTIMORE POLYTECHNIC INST. - HOUSTON-WOODS)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

BALTIMORE CITY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
BALTO POLYTECHNIC	9	114.0	10.51	9.90	+.61	10.16	9.84	+.32	10.56	9.66	+.90 *	10.89	9.88	+1.01 *
BENJAMIN FRANKLIN	7	89.5	5.57	5.59	-.02	5.87	5.70	+.17	5.77	5.86	-.09	6.13	5.93	+.20
	9	95.3	7.85	7.73	+.12	7.61	7.66	-.05	7.91	7.80	+.11	8.06	7.87	+.19
BOOKER T WASHINGTON	7	85.7	5.08	5.18	-.10	5.09	5.32	-.23	5.39	5.50	-.11	5.62	5.54	+.08
	9	84.6	6.67	6.49	+.18	6.37	6.42	-.05	7.11	6.73	+.38	6.63	6.71	-.08
CALVERTON	7	86.7	5.44	5.29	+.15	5.36	5.42	-.06	6.06	5.60	+.46	5.76	5.64	+.12
	9	86.7	6.69	6.73	-.04	6.32	6.66	-.34	7.23	6.94	+.29	6.69	6.94	-.25
CHERRY HILL	7	87.4	5.02	5.36	-.34	5.31	5.49	-.18	5.64	5.66	-.02	5.66	5.71	-.05
	9	89.1	6.38	7.01	-.63	6.41	6.94	-.53	7.13	7.18	-.05	6.70	7.20	-.50
CLIFTON PARK	7	87.7	5.31	5.40	-.09	5.27	5.52	-.25	5.75	5.69	+.06	5.73	5.74	-.01
EASTERN	9	85.4	6.51	6.58	-.07	6.03	6.51	-.48	7.25	6.81	+.44	6.77	6.80	-.03
EDGAR ALLEN POE	7	87.0	4.24	5.32	-1.08 *	4.50	5.45	-.95 *	5.68	5.62	+.06	4.97	5.67	-.70 *
	9	84.0	6.03	6.42	-.39	5.95	6.35	-.40	6.74	6.67	+.07	6.20	6.65	-.45
FAIRMOUNT HILL	9	82.0	5.56	6.18	-.62	5.46	6.12	-.66 *	6.28	6.47	-.19	6.10	6.43	-.33
FOREST PARK	9	80.0	6.27	5.95	+.32	6.46	5.89	+.57	6.83	6.27	+.56	6.84	6.22	+.62 *
GARRISON	7	87.3	5.24	5.35	-.11	5.18	5.48	-.30	5.98	5.65	+.33	5.73	5.70	+.03
	9	81.1	7.00	6.08	+.92 *	6.62	6.01	+.61	7.28	6.38	+.90 *	7.16	6.34	+.82 *
GREENSPRING	7	91.4	5.57	5.80	-.23	5.33	5.89	-.56	5.88	6.04	-.16	5.78	6.12	-.34
	9	91.7	7.15	7.31	-.16	6.77	7.24	-.47	7.45	7.44	+.01	7.15	7.48	-.33
GWYNNS FALLS PARK	7	89.9	5.55	5.64	-.09	5.48	5.74	-.26	5.98	5.90	+.08	5.91	5.97	-.06
	9	87.5	6.90	6.82	+.08	6.49	6.76	-.27	7.23	7.02	+.21	6.72	7.03	-.31
HAMILTON	7	93.0	5.87	5.97	-.10	5.96	6.05	-.09	6.42	6.20	+.22	6.44	6.29	+.15
	9	96.9	8.05	7.91	+.14	8.01	7.85	+.16	8.41	7.96	+.45	8.18	8.04	+.14
HAMPSTEAD HILL	7	87.9	5.52	5.42	+.10	5.59	5.54	+.05	6.03	5.71	+.32	6.02	5.76	+.26
	9	92.5	7.17	7.40	-.23	7.25	7.34	-.09	7.43	7.52	-.09	7.53	7.56	-.03
HARLEM PARK	7	86.5	5.19	5.27	-.08	5.21	5.40	-.19	5.66	5.58	+.08	5.56	5.62	-.06
	9	86.9	6.23	6.75	-.52	6.52	6.69	-.17	7.02	6.96	+.06	6.69	6.96	-.27
HERRING RUN	7	90.8	5.80	5.73	+.07	5.81	5.83	-.02	6.25	5.99	+.26	6.20	6.06	+.14
	9	95.5	7.55	7.75	-.20	7.49	7.69	-.20	7.97	7.82	+.15	7.95	7.89	+.06
HOUSTON-WOODS	7	83.8	4.84	4.97	-.13	5.11	5.13	-.02	5.42	5.32	+.10	5.36	5.34	+.02
	9	84.9	5.92	6.52	-.60	5.67	6.45	-.78 *	6.54	6.76	-.22	6.33	6.75	-.42

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* SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

BALTIMORE CITY (JANE ADAMS - WOODROW WILSON)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
JANE ADAMS	9-12	100	7.1	74.7	13.0	1.0	12.7	42.0	27.1	32.8	9.6	7580
JOSIAH DIGGS	7-8	533	19.0	78.4	26.0	2.0	8.5	27.1	7.1	NA	NA	NA
LAKE CLIFTON SR HIGH	9-12	2,702	18.5	70.9	141.6	4.0	8.4	24.5	22.0	34.5	9.8	7335
LOMBARD JR HIGH	7-9	1,449	19.1	65.2	72.5	3.5	8.3	33.5	24.3	50.6	8.9	5025
NORTHERN PKWY JR HIGH	7-9	2,383	22.9	83.1	101.0	3.0	9.5	15.7	24.0	7.7	11.8	11,046
NORTHWESTERN HIGH	9-12	2,500	19.8	81.0	122.1	4.0	11.5	21.5	33.0	22.2	11.3	9623
PIMLICO	7-9	2,021	18.9	84.0	103.0	4.0	8.8	21.9	26.2	18.1	11.7	10,117
ROCK GLEN	7-9	2,392	20.1	79.4	116.0	3.0	10.6	23.9	16.8	11.9	10.3	9549
SOUTHERN	9-12	2,305	22.5	75.3	99.6	3.0	13.3	24.7	33.7	24.6	8.8	8181
SOUTHWESTERN	9-12	1,577	19.2	70.6	79.0	3.0	10.7	20.2	25.6	22.7	9.6	8553
WALBROOK	9-12	2,056	19.6	71.1	101.0	4.0	11.0	26.6	24.8	28.4	10.5	8154
WESTERN	9-12	2,735	21.4	89.7	124.0	4.0	11.5	29.0	37.5	15.9	11.4	10,182
WILLIAM LEMMEL	7-9	2,105	20.6	79.0	98.0	4.0	11.0	21.6	20.6	22.3	10.9	8660
WOODROW WILSON	9-12	123	10.3	82.6	11.0	1.0	14.6	40.0	41.7	26.2	8.8	7808

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

BALTIMORE CITY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
JANE ADAMS	9	72.1	6.15	5.04	+1.11 *	5.71	4.97	+.74 *	6.55	5.49	+1.06 *	6.09	5.37	+.72 *
JOSIAH DIGGS	7	85.6	5.33	5.17	+.16	5.55	5.31	+.24	5.70	5.49	+.21	5.92	5.53	+.39
LAKE CLIFTON SR HI	9	85.0	6.32	6.53	-.21	6.10	6.47	-.37	6.65	6.77	-.12	6.61	6.76	-.15
LOMBARD	7 9	84.8 86.9	4.94 8.03	5.08 6.75	-.14 +1.28 *	5.05 7.08	5.23 6.69	-.18 +.39	5.45 7.93	5.41 6.96	+.04 +.97 *	5.58 7.03	5.45 6.96	+.13 +.07
NORTHERN PKWY JR HIG	7 9	92.2 94.0	5.79 7.54	5.89 7.58	-.10 -.04	5.86 7.39	5.97 7.51	-.11 -.12	6.22 7.81	6.12 7.67	+.10 +.14	6.26 7.66	6.20 7.73	+.06 -.07
NORTHWESTERN	9	109.0	9.65	9.32	+.33	9.45	9.25	+.20	10.17	9.16	+1.01 *	9.19	9.34	-.15
PIMLICO	7 9	89.2 92.9	5.50 6.93	5.56 7.45	-.06 -.52	5.54 6.82	5.67 7.38	-.13 -.56	6.02 7.43	5.83 7.56	+.19 -.13	5.79 6.99	5.90 7.61	-.11 -.62 *
ROCK GLEN	7 9	90.3 93.5	5.89 7.36	5.68 7.52	+.21 -.16	5.80 7.26	5.78 7.45	+.02 -.19	6.36 7.69	5.94 7.62	+.42 +.07	6.10 7.42	6.01 7.67	+.09 -.25
SOUTHERN	9	92.5	6.96	7.40	-.44	6.75	7.34	-.59	7.26	7.52	-.26	7.65	7.56	+.09
SOUTHWESTERN	9	81.9	6.36	6.17	+.19	6.30	6.11	+.19	6.71	6.46	+.25	6.74	6.42	+.32
WALBROOK	9	88.4	6.91	6.93	-.02	6.47	6.86	-.39	7.26	7.11	+.15	7.10	7.12	-.02
WESTERN	9	110.3	10.41	9.47	+.94 *	10.23	9.41	+.82 *	10.95	9.29	+1.66 *	10.15	9.48	+.67 *
WILLIAM LEMMEL	7 9	84.4 89.3	4.92 7.53	5.04 7.03	-.12 +.50	5.10 6.69	5.19 6.97	-.09 -.28	5.54 7.65	5.38 7.20	+.16 +.45	5.69 7.36	5.41 7.22	+.28 +.14
WOODROW WILSON	9	77.0	5.42	5.60	-.18	5.59	5.54	+.05	5.70	5.97	-.27	6.50	5.89	+.61 *

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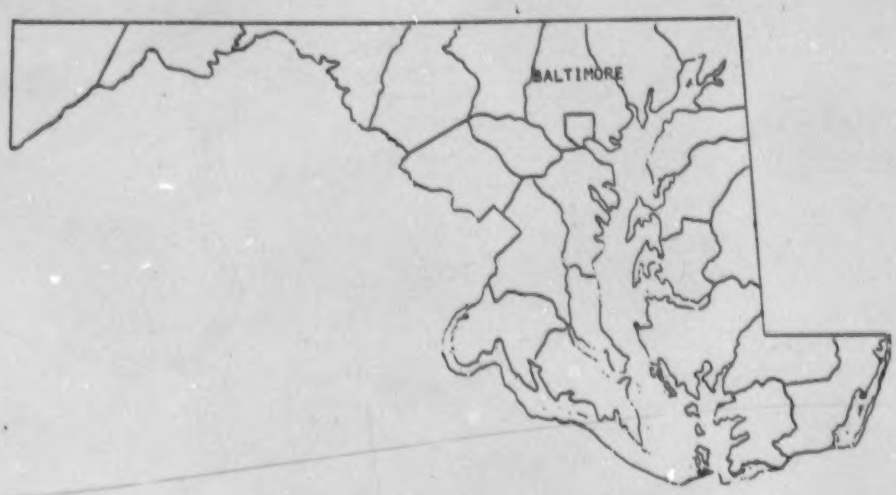
* SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

LOCAL SCHOOL SYSTEM LEVEL -- ACCOUNTABILITY ASSESSMENT INFORMATION

4.2.4 Baltimore County



Introduction

During the 1974-75 school year, two parallel activities had considerable influence on the second year of implementing the Maryland Educational Accountability Act in Baltimore County. The first of the two activities, establishing goals and objectives at the individual school level, was given top priority and over the course of the school year the energies and resources of many staff personnel were committed to the task. The administration of the state's Accountability Assessment Program or standardized testing program was the second activity requiring time and attention.

A discussion of some of the dimensions of establishing goals and objectives at the individual school level and the administration of the assessment program is contained in the following narrative.

A. Present Status of the Accountability Program

The goals and objectives for Baltimore County were established during the 1973-74 school year, and have been recorded in the first Maryland Accountability Program Report, published in 1973-74.

In Baltimore County, the activities required by the establishment of goals and objectives at both the system and individual school levels are considered the most important dimension of the Maryland Educational Accountability Act. More than standardized test scores and related matters, this dimension of the law contains the most potential for the improvement of instruction and student learning.

Establishing goals and objectives has been an ongoing process. Activities in this area did not commence with the passage of the Maryland Educational Accountability Act in the spring of 1972. Rather, courses and instructional programs developed throughout the history of the school system were established with a purpose in mind -- attainment of general goals and more specific objectives. Over the years, summer and in-school workshops, inservice day programs, curriculum development activities, and staff development programs attest to that commitment.

The Maryland Educational Accountability Act has had a very definite and potentially positive influence on activities related to the establishment of goals and objectives for courses and programs. Beginning efforts to implement the law have had an influence in the following areas. First, goals and objectives at the school system and individual school levels have become less general in nature. When goals and objectives have been stated, there is a degree of specificity apparent that, heretofore, had not been evident. Second, goals and objectives have become more student-oriented. The important outcome of a course or a program is what students obtain from their course involvement. The input variables and process variables are still considered important, but added importance is directed to students' outcome -- the skills and knowledge they acquire from participating in a source or program. Third, the formal evaluation of goals and objectives has been reemphasized. The evaluative dimension of the process of course development, implementation, and refinement is being emphasized and required to an extent not evident in the past.

During the 1974-75 school year, considerable resources in the way of staff time, energy, and monies were committed to the establishment of goals and objectives at the individual school level. In Baltimore County, there were 106 elementary and 26 secondary schools involved in this phase of the accountability program. In addition to the staff of schools involved, personnel from all levels of the administrative and supervisory structure, most all of the subject areas, and the Office of Elementary Education have been involved in this activity to some degree.

As of August 1975, the goals and objectives in the areas of reading, writing, and mathematics were established, revised if needed, and approved for all 132 schools.

Other curriculum areas also were involved in establishing goals and objectives or related accountability activities. These areas include Physical Education, Business Education, Guidance Services, Health Services, and Art Education. A companion document, Narrative Report on School Level Goals and Objectives,[1] describes in greater detail the activities engaged in during the school year.

Two elementary schools in Baltimore County, Chapel Hill and Westowne, are participating in the Maryland Alternative Accountability Pilot Project. The project is a cooperative endeavor sponsored by the Maryland State Department of Education, Maryland State Teachers Association, and the National Education Association, which focuses accountability activities at the individual school level. The pilot project is an alternative approach to the implementation of the Maryland Educational Accountability Act, which de-emphasizes the use of standardized tests and establishes, as a primary goal, direct and meaningful communications between the school and the community. In the pilot schools, goals and objectives are established in concert with community groups, and evaluative strategies are planned following agreemen on the school's goals and objectives.

As of September 1975, the goals and objectives of both pilot schools in Baltimore County had been established. During the 1975-76 school year, accountability activities will focus on planning and implementing evaluative strategies.

B. Local Assessment Activities

Once goals and objectives have been established, it is often assumed that assessment of goals and objectives is the next step in the evaluative process. However, this is an assumption that warrants further consideration. One must first ask: Will the curriculum program and the teaching strategies used for its implementation lead to the attainment of the goals and objectives? In the establishment of the goals and objectives at both the school system and individual school levels, every effort was made to ensure a direct correspondence between the curriculum program and the stated goals and objectives. There is, however, an element of uncertainty that suggests the need for further verification.

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[1] Maryland State Department of Education.

Verification of the assumption will be studied and considered during the 1975-76 school year. The Office of Mathematics has requested individual schools to study one or two of the objectives in mathematics and respond to the questions: Can the program accomplish the selected objective? How can the program accomplish the selected objective? Reading teachers at the secondary school level are being asked to engage in similar activities. As resource teachers, they are developing strategies that will assist the school in relating programs to goals and objectives. At the elementary school level, three staff-development days are programmed to assist schools in relating their programs to their goals and objectives.

During Summer 1975, the Office of Guidance Services developed strategies for the attainment of their goals and objectives at the elementary school level. The amount of correspondence between the strategies and the goals and objectives will be verified and refined during the 1975-76 school year.

During the 1975-76 school year, we anticipate that a portion of our efforts, probably the larger portion, will be directed toward checking the amount of correspondence between programs and goals and objectives.

Other activities related to assessment will also consume considerable energies during the school year. As in the past year, the many documents generated from the county's testing program will be used at both the system and individual school levels with regard to appraising the skills areas tested. In addition, the English Office has been developing a bulletin entitled, Helping Teachers Assess Students' Growth in English. One section in the bulletin will illustrate ways in which particular sample goals can be assessed; another section will discuss different types of evaluative strategies and techniques. Three of the evaluative strategies suggested thus far include: (1) encouraging department chairpersons to develop suggestions for ways in which the local school goals can be assessed; (2) directing teachers to present lessons related to writing during formal observations, thus giving supervisors an opportunity to observe students' ability to write; and (3) examining student composition folders and conferring with teachers about their composition program.

In reference to present and future local assessment needs for accountability of the evaluative process, two considerations need to be noted. First, evaluative strategies should be more inclusive than just pencil-and-paper type tests or standardized tests. In addition to tests, a variety of evaluative procedures and/or devices including, but not limited to, team observations, teacher objections, informal testing, and grades should be incorporated in an evaluative strategy. Second, probably no area needs more immediate attention than that of training and preparation of staff for evaluation and assessment, especially as it relates to accountability and the attainment of goals and objectives. The bulletin, Helping Teachers Assess Students' Growth in English, addresses this issue. In addition, inservice courses are being considered.

C. Comments on Accountability Assessment Results

The data reported for Baltimore County in this report are quite similar to the results that appeared in the first Maryland Accountability Program Report. Compared with similar data of past years, there are no surprises or substantial differences. However, in comparing the 1974-75 average grade equivalent scores for Baltimore County with similar scores for the State of Maryland in various areas tested by the Iowa Tests of Basic Skills and the Cognitive Abilities Test at Grades 3, 5, 7 and 9, the average county scores exceed the state averages in all areas.

When compared with national grade equivalents, the average grade equivalent scores for Baltimore County vary above and below the national norms. According to the data appearing in the report, Baltimore County's average grade equivalent score in Language Total at Grade 3 was six and a half months above the national norm; the average Reading Comprehension score for Grade 9 was four and a half months below the national norm. The other average grade equivalents for Baltimore County varied between those positions. For a second year, the average grade equivalent scores for the lower grades were relatively higher.

A number of comments were prepared for last year's Maryland Accountability Program Report that are just as apropos now. For example, it was asked in question form: Will a better understanding of measurement and testing result from involvement in the accountability program? Will the reader of the Maryland Accountability Program Report, for example, realize the differences between the appraisal of student progress toward specific goals and objectives and the ranking of schools on average grade equivalent measures? Will the reader realize that ranking information provides an indication or highlights an area measured by the test that possibly needs further consideration, but that it does not appraise how well students are progressing toward stated goals and objectives? Will the reader realize that the Maryland Accountability Program Report does not directly assess student progress toward goals and objectives?

Activities leading to the resolution of these questions should be begun at all levels -- state, local school system, and individual school.

D. Program Modification Activities

In the months ahead, the information reported in the Maryland Accountability Program Report will be subjected to indepth analysis. The ranking-type data that appear in the report will be used to highlight or point out conditions that warrant further study. Once identified, other test result documents available in Baltimore County containing item analysis information will be employed to appraise actual student performance. As in past years, the information gained from studying the item analysis information, when appropriate, will be incorporated into future curricular and instructional workshops and study committees, and in student review procedures at the individual school level. In addition, selected skills areas at a particular grade level may receive different emphases with regard to time allotment or teaching approach. A change that has resulted from this process has been the realignment of the responsibility for writing skills at the secondary school level. Every teacher in a school will be responsible for the development of writing skills -- not just the English staff.

Over the years, major program changes or changes in the balance of program offerings have not been made solely on the basis of test scores in Baltimore County. The information contained in the Maryland Accountability Program Report probably will not alter this position.

Beginning next school year, a new statewide program will be implemented that will affect the goals and objectives and the assessment component of the accountability program. Next September, first graders will be exposed to the metric system, for example, goals and objectives as well as appropriate assessment procedures will need to be established before these students are tested in Grade 3.

E. Unmet Needs for Resources to Permit Improvement of Programs and Services

Embodied in this narrative are a number of suggestions for future needs and services. Any listing should include the following:

- The development of comprehensive evaluation strategies;
- The development of goals and objectives for the metric system and related assessment procedures;
- The development of training programs for teachers and administrators that focus on the utilization of better assessment procedures and more comprehensive evaluative strategies; and
- The development of strategies to increase the understanding of evaluative information and data by educators and the public.

What is needed, of course, are the resources to work on these needs.

The second Maryland Accountability Program Report should contain a section on the cautions that need to be considered when interpreting data included in the report.

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
630,622	13,998	4.4

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.1	12.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1974)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
126,145	$13,460	$23,840	10.0	22.0

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
36.3%	17.9	93.9%

C. FINANCIAL CHARACTERISTICS (FOR 1973-1974 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$1,161.72	$872.86	75.1%	$23.03

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.0%	$7.82	0.7%

* SEE CHAPTER 3, PAGES 60-65, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE*

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	8545	98.86	105	105.9	15.43	3.94	1.05
	5	9748	98.90	106	105.7	14.82	5.51	1.48
	7	9904	97.79	27	104.2	15.05	7.31	1.76
	9	10881	96.06	28	104.1	15.57	8.87	1.83
(2) READING COMPRE-HENSION	3	8545	98.88	105	105.9	15.43	4.02	1.18
	5	9748	98.88	106	105.7	14.82	5.65	1.39
	7	9904	97.77	27	104.2	15.05	7.27	1.63
	9	10881	96.09	28	104.1	15.57	8.76	1.73
(3) SPELLING	3	8545	98.47	105	105.9	15.43	4.51	1.30
	5	9748	98.81	106	105.7	14.82	6.00	1.67
	7	9904	97.80	27	104.2	15.05	7.56	1.94
	9	10881	96.58	28	104.1	15.57	8.88	2.07
(4) CAPITAL-IZATION	3	8545	98.51	105	105.9	15.43	4.31	1.24
	5	9748	98.82	106	105.7	14.82	5.88	1.64
	7	9904	97.88	27	104.2	15.05	7.46	1.94
	9	10881	96.63	28	104.1	15.57	8.82	2.17
(5) PUNCTUATION	3	8545	98.51	105	105.9	15.43	4.46	1.37
	5	9748	98.83	106	105.7	14.82	5.97	1.55
	7	9904	97.86	27	104.2	15.05	7.25	1.97
	9	10881	96.65	28	104.1	15.57	8.56	2.16

* SEE CHAPTER 3, PAGES 66-67, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE* (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	8545	98.48	105	105.9	15.43	4.18	1.35
	5	9748	98.79	106	105.7	14.82	5.67	1.62
	7	9904	97.75	27	104.2	15.05	7.33	1.96
	9	10881	96.60	28	104.1	15.57	8.51	2.14
(7) LANGUAGE TOTAL	3	8545	98.42	105	105.9	15.43	4.38	1.16
	5	9748	98.77	106	105.7	14.82	5.90	1.42
	7	9904	97.68	27	104.2	15.05	7.42	1.71
	9	10881	96.44	28	104.1	15.57	8.71	1.86
(8) MATHEMATICAL CONCEPTS	3	8545	98.03	105	105.9	15.43	4.04	.96
	5	9748	98.83	106	105.7	14.82	6.17	1.48
	7	9904	97.69	27	104.2	15.05	7.87	1.71
	9	10881	96.29	28	104.1	15.57	9.20	1.81
(9) MATHEMATICAL PROBLEMS	3	8545	98.03	105	105.9	15.43	3.91	1.02
	5	9748	98.82	106	105.7	14.82	5.66	1.36
	7	9904	97.71	27	104.2	15.05	7.48	1.69
	9	10881	96.32	28	104.1	15.57	8.87	1.78
(10) MATHEMATICAL TOTAL	3	8545	98.01	105	105.9	15.43	4.00	.94
	5	9748	98.82	106	105.7	14.82	5.94	1.34
	7	9904	97.61	27	104.2	15.05	7.71	1.57
	9	10881	96.21	28	104.1	15.57	9.06	1.71

* SEE CHAPTER 3, PAGES 68-69, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE

BALTIMORE COUNTY

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES‡

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975
NONVERBAL ABILITY	3	105.0	105.9
	5	105.7	105.7
	7	103.8	104.2
	9	103.8	104.1
VOCABULARY	3	3.88	3.94
	5	5.54	5.51
	7	7.34	7.31
	9	8.91	8.87
READING COMPREHENSION	3	3.94	4.02
	5	5.61	5.65
	7	7.30	7.27
	9	8.75	8.76
LANGUAGE TOTAL	3	4.24	4.38
	5	5.88	5.90
	7	7.50	7.42
	9	8.72	8.71
MATHEMATICAL TOTAL	3	3.99	4.00
	5	5.97	5.94
	7	7.78	7.71
	9	9.09	9.06

* SEE CHAPTER 3, PAGES 70-71, FOR DEFINITION OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD ALSO BE NOTED THAT THE SCORES REPORTED FOR YEAR I AND YEAR II ARE FROM DIFFERENT STUDENT POPULATIONS.

BALTIMORE COUNTY (ARBUTUS - CHURCH LANE)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
ARBUTUS	K-6	521	23.7	96.8	20.0	2.0	11.0	21.2	36.4	1.2	11.5	12,080
BACK RIVER	K-6	308	25.7	94.5	11.0	1.0	7.3	19.0	25.0	3.9	9.9	10,277
BALTIMORE HIGHLANDS	K-5	683	22.0	94.9	29.0	2.0	9.0	21.8	29.0	4.5	10.1	9544
BATTLE GROVE	K-6	678	18.3	94.4	35.0	2.0	11.3	19.0	29.7	7.7	10.0	10,106
BEAR CREEK	K-6	752	21.5	94.9	33.0	2.0	10.4	34.0	11.4	2.6	11.7	11,153
BEDFORD	K-5	454	22.7	92.0	18.0	2.0	11.9	22.5	50.0	1.4	12.3	14,139
BERKSHIRE	K-6	560	22.0	96.6	23.5	2.0	8.9	26.3	19.6	1.3	9.9	10,665
CAMPFIELD	K-6	485	26.2	95.0	16.5	2.0	9.6	23.9	37.8	0.7	12.4	14,322
CARNEY	K-6	460	20.0	97.0	21.0	2.0	11.4	19.5	39.1	4.0	11.5	12,079
CARROLL MANOR	K-6	602	22.3	97.0	25.0	2.0	12.7	22.0	35.2	4.7	12.4	16,346
CATONSVILLE	K-6	617	20.9	95.6	27.5	2.0	9.2	26.1	27.1	3.9	11.4	12,368
CEDARMERE	K-6	708	21.8	94.7	30.5	2.0	8.7	30.5	26.1	6.7	12.0	11,587
CHADWICK	K-6	414	20.7	95.9	18.0	2.0	10.1	18.5	50.0	0.0	12.4	12,110
CHAPEL HILL	K-6	421	17.5	95.9	22.0	2.0	7.2	13.5	29.2	3.7	11.3	12,089
CHARLESMONT	K-6	577	19.5	95.8	27.5	2.0	8.1	23.5	23.7	6.5	10.9	10,509
CHASE	K-6	661	22.4	95.2	27.5	2.0	10.5	19.7	23.7	9.0	10.8	10,778
CHESAPEAKE TERRACE	K-6	268	24.4	94.8	9.0	2.0	13.1	23.0	18.2	8.0	9.8	10,360
CHURCH LANE	K-6	668	20.9	91.0	30.0	2.0	9.2	20.0	43.7	2.3	12.3	13,410

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

BALTIMORE COUNTY SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE
ARBUTUS	3	103.6	4.00	3.77	+.23	3.80	3.84	-.04	4.30	4.22	+.08	4.00	3.82	+.18
	5	107.1	5.50	5.75	-.25	5.70	5.77	-.07	6.00	6.00	+.00	6.40	5.95	+.45
BACK RIVER	3	94.4	2.90	3.17	-.27	3.00	3.22	-.22	3.20	3.61	-.41	3.40	3.29	+.11
	5	102.9	4.90	5.38	-.48	5.10	5.41	-.31	5.20	5.65	-.45	5.50	5.62	-.12
BALTIMORE HIGHLANDS	3	102.7	3.80	3.71	+.09	3.80	3.78	+.02	4.00	4.16	-.16	3.90	3.77	+.13
	5	102.6	5.20	5.35	-.15	5.40	5.38	+.02	5.50	5.62	-.12	5.40	5.59	-.19
BATTLE GROVE	3	100.4	3.70	3.56	+.14	3.60	3.62	-.02	4.20	4.01	+.19	3.70	3.64	+.06
	5	98.8	4.90	5.01	-.11	5.00	5.06	-.06	5.30	5.30	+.00	5.30	5.29	+.01
BEAR CREEK	3	103.4	3.70	3.75	-.05	3.80	3.83	-.03	4.40	4.21	+.19	4.00	3.81	+.19
	5	105.4	5.20	5.60	-.40	5.30	5.62	-.32	5.90	5.86	+.04	5.70	5.82	-.12
BEDFORD	3	111.5	4.20	4.28	-.08	4.40	4.37	+.03	4.60	4.75	-.15	4.10	4.28	-.18
	5	113.7	6.20	6.33	-.13	6.30	6.32	-.02	6.70	6.55	+.15	6.30	6.48	-.18
BERKSHIRE	3	103.7	3.50	3.77	-.27	3.60	3.85	-.25	4.00	4.23	-.23	3.50	3.83	-.33
	5	107.1	5.10	5.75	-.65	5.30	5.77	-.47	5.60	6.00	-.40	5.60	5.95	-.35
CAMPFIELD	3	106.2	3.90	3.93	-.03	3.80	4.01	-.21	4.10	4.39	-.29	3.70	3.97	-.27
	5	102.2	5.10	5.31	-.21	5.40	5.35	+.05	5.60	5.59	+.01	5.60	5.56	+.04
CARNEY	3	105.6	4.10	3.90	+.20	4.10	3.97	+.13	4.60	4.35	+.25	4.30	3.94	+.36
	5	106.5	5.60	5.69	-.09	5.70	5.71	-.01	6.00	5.95	+.05	6.20	5.90	+.30
CARROLL MANOR	3	113.9	4.40	4.43	-.03	4.60	4.53	+.07	5.10	4.91	+.19	4.50	4.42	+.08
	5	108.0	6.00	5.83	+.17	6.20	5.84	+.36	6.40	6.07	+.33	6.60	6.02	+.58
CATONSVILLE	3	106.0	4.10	3.92	+.18	4.40	4.00	+.40	4.50	4.38	+.12	4.00	3.96	+.04
	5	104.9	5.60	5.55	+.05	5.90	5.58	+.32	5.90	5.81	+.09	6.10	5.78	+.32
CEDARMERE	3	103.6	4.10	3.77	+.33	4.20	3.84	+.36	4.40	4.22	+.18	3.90	3.82	+.08
	5	108.3	5.40	5.85	-.45	5.70	5.87	-.17	5.80	6.10	-.30	6.00	6.05	-.05
CHADWICK	3	112.2	4.10	4.32	-.22	4.10	4.42	-.32	4.90	4.79	+.11	4.50	4.32	+.18
	5	105.7	5.70	5.62	+.08	5.70	5.65	+.05	5.60	5.88	-.28	6.00	5.84	+.16
CHAPEL HILL	3	103.8	4.20	3.78	+.42	4.30	3.85	+.45	4.60	4.23	+.37	4.30	3.83	+.47 *
	5	106.3	5.00	5.68	-.68	5.40	5.70	-.30	5.50	5.93	-.43	5.90	5.89	+.01
CHARLESMONT	3	96.4	3.40	3.30	+.10	3.50	3.36	+.14	3.70	3.74	-.04	3.60	3.40	+.20
	5	98.2	4.80	4.96	-.16	4.90	5.01	-.11	4.90	5.25	-.35	5.10	5.24	-.14
CHASE	3	98.9	3.30	3.46	-.16	3.20	3.52	-.32	3.50	3.91	-.41	3.40	3.55	-.15
	5	99.8	4.60	5.10	-.50	4.90	5.15	-.25	5.20	5.39	-.19	5.40	5.37	+.03
CHESAPEAKE TERRACE	3	104.2	3.70	3.81	-.11	3.80	3.88	-.08	4.60	4.26	+.34	3.70	3.86	-.16
	5	103.9	5.80	5.46	+.34	5.70	5.49	+.21	5.70	5.73	-.03	5.70	5.70	+.00
CHURCH LANE	3	114.4	4.40	4.46	-.06	4.50	4.56	-.06	5.00	4.94	+.06	4.50	4.45	+.05
	5	108.7	5.60	5.89	-.29	5.90	5.90	+.00	6.10	6.13	-.03	6.40	6.08	+.32

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* SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

BALTIMORE COUNTY (COCKEYSVILLE - GLENMAR)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
COCKEYSVILLE	K-6	453	19.7	96.5	21.0	2.0	11.6	18.5	26.1	6.2	12.1	13,300
COLGATE	K-6	389	19.8	96.1	17.6	2.0	7.4	19.0	33.7	4.1	9.9	10,729
CROMWELL VALLEY	K-6	463	21.0	96.6	20.0	2.0	14.0	18.1	50.0	1.1	12.6	17,746
DEEP CREEK	K-6	381	21.2	94.5	16.0	2.0	6.3	18.0	38.9	4.1	11.2	9957
DEER PARK	K-5	638	23.3	94.2	26.4	1.0	8.8	19.0	51.1	3.6	12.2	13,562
DUNDALK	K-6	894	21.5	95.3	39.5	2.0	11.0	24.0	28.9	10.2	10.8	9719
EASTWOOD	K-6	275	17.4	95.2	14.0	1.8	7.1	23.2	30.4	6.9	9.6	10,687
EDGEMERE	K-6	657	19.6	95.4	31.5	2.0	10.2	22.5	29.9	6.9	10.1	10,775
EDMONSON HEIGHTS	K-6	803	21.2	96.3	35.8	2.0	11.0	23.0	47.6	3.4	12.1	11,818
ELMWOOD	K-6	758	22.3	95.3	32.0	2.0	10.4	34.1	38.2	6.1	11.0	10,705
ESSEX	K-6	633	18.9	95.9	31.5	2.0	12.1	19.5	26.9	4.9	10.1	11,232
FEATHERBED LANE	K-6	548	20.4	96.3	24.8	2.0	10.6	29.3	36.6	2.4	12.2	12,385
FIFTH DISTRICT	K-6	367	19.5	97.2	17.9	1.0	12.6	18.0	29.2	9.5	11.8	11,389
FORT GARRISON	K-6	430	21.3	88.2	18.2	2.0	7.1	19.3	44.5	2.3	12.8	24,589
FORT HOWARD	K-6	144	16.9	94.7	7.5	1.0	9.9	17.0	17.6	21.3	9.4	10,309
FRANKLIN	1-6	752	20.9	96.7	34.0	2.0	12.2	21.5	36.1	5.9	12.1	11,752
FULLERTON	K-6	646	22.3	96.1	27.0	2.0	8.6	22.3	27.6	3.0	11.1	11,690
GLENMAR	K-6	611	17.7	95.2	32.5	2.0	9.9	31.5	15.9	8.8	10.2	10,195

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‡ SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

BALTIMORE COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
COCKEYSVILLE	3	105.5	3.90	3.89	+.01	4.00	3.97	+.03	4.10	4.35	-.25	3.80	3.93	-.13
	5	108.8	5.40	5.90	-.50	5.80	5.91	-.11	5.90	6.14	-.24	5.90	6.09	-.19
COLGATE	3	101.8	3.60	3.65	-.05	3.50	3.72	-.22	3.70	4.10	-.40	3.30	3.72	-.42
	5	101.6	4.40	5.26	-.86 *	5.10	5.30	-.20	5.40	5.54	-.14	5.20	5.51	-.31
CROMWELL VALLEY	3	115.0	4.60	4.50	.10	4.80	4.60	+.20	5.20	4.98	+.22	4.70	4.48	+.22
	5	113.7	6.40	6.33	.07	6.40	6.32	+.08	6.50	6.55	-.05	6.60	6.48	+.12
DEEP CREEK	3	103.6	3.60	3.77	-.17	3.80	3.84	-.04	3.80	4.22	-.42	3.60	3.82	-.22
	5	101.6	4.70	5.26	-.56	4.90	5.30	-.40	5.10	5.54	-.44	5.40	5.51	-.11
DEER PARK	3	103.0	4.00	3.73	+.27	4.00	3.80	+.20	4.50	4.18	+.32	3.90	3.79	+.11
	5	108.0	5.90	5.83	+.07	5.90	5.84	+.06	6.10	6.07	+.03	6.00	6.02	-.02
DUNDALK	3	102.1	3.20	3.67	-.47	3.60	3.74	-.14	4.00	4.12	-.12	3.70	3.73	-.03
	5	102.7	5.00	5.36	-.36	5.30	5.39	-.09	6.20	5.63	+.57	5.80	5.60	+.20
EASTWOOD	3	107.2	3.60	4.00	-.40	3.50	4.08	-.58 *	3.70	4.46	-.76 *	3.80	4.03	-.23
	5	101.2	4.90	5.23	-.33	5.10	5.27	-.17	5.00	5.50	-.50	5.40	5.48	-.08
EDGEMERE	3	97.9	3.50	3.40	+.10	3.60	3.46	+.14	4.10	3.84	+.26	3.60	3.49	+.11
	5	101.8	5.10	5.28	-.18	5.40	5.32	+.08	5.60	5.55	+.05	5.80	5.53	+.27
EDMONSON HEIGHTS	3	106.8	4.10	3.97	+.13	4.20	4.05	+.15	4.70	4.43	+.27	4.10	4.01	+.09
	5	108.5	5.90	5.87	+.03	6.10	5.88	+.22	6.40	6.11	+.29	6.40	6.06	+.34
ELMWOOD	3	105.2	3.80	3.87	-.07	3.90	3.95	-.05	4.60	4.33	+.27	3.90	3.91	-.01
	5	99.9	5.10	5.11	-.01	5.10	5.16	-.06	5.50	5.40	+.10	5.70	5.38	+.32
ESSEX	5	102.9	5.20	5.38	-.18	5.30	5.41	-.11	5.40	5.65	-.25	5.40	5.62	-.22
FEATHERBED LANE	3	103.7	3.80	3.77	+.03	4.00	3.85	+.15	4.40	4.23	+.17	3.70	3.83	-.13
	5	104.7	5.40	5.54	-.14	5.60	5.56	+.04	6.10	5.80	+.30	5.90	5.76	+.14
FIFTH DISTRICT	3	107.0	3.90	3.99	-.09	3.70	4.07	-.37	4.00	4.45	-.45	4.00	4.02	-.02
	5	113.4	5.90	6.30	-.40	6.00	6.30	-.30	6.10	6.52	-.42	6.50	6.45	+.05
FORT GARRISON	3	112.9	4.50	4.37	+.13	4.50	4.46	+.04	4.80	4.84	-.04	4.40	4.36	+.04
	5	110.5	6.50	6.05	+.45	6.40	6.05	+.35	7.00	6.28	+.72	6.90	6.22	+.68 *
FORT HOWARD	3	103.9	3.30	3.79	-.49	3.50	3.86	-.36	4.50	4.24	+.26	3.70	3.84	-.14
	5	96.7	4.50	4.83	-.33	4.80	4.89	-.09	4.90	5.13	+.23	5.40	5.12	+.28
FRANKLIN	3	102.4	3.80	3.69	+.11	3.80	3.76	+.04	4.00	4.14	-.14	3.80	3.75	+.05
	5	103.3	5.30	5.41	-.11	5.40	5.44	-.04	5.60	5.68	-.08	5.80	5.65	+.15
FULLERTON	3	107.0	4.20	3.99	+.21	4.30	4.07	+.23	4.40	4.45	-.05	4.10	4.02	+.08
	5	104.6	5.50	5.53	-.03	5.40	5.55	-.15	5.50	5.79	-.29	5.50	5.75	-.25
GLENMAR	3	99.5	3.40	3.50	-.10	3.30	3.56	-.26	3.70	3.95	-.25	3.40	3.58	-.18
	5	100.7	5.20	5.18	+.02	5.20	5.22	-.02	5.30	5.46	-.16	5.60	5.44	+.16

* SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

BALTIMORE COUNTY (GRANGE - LUTHERVILLE)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
GRANGE	K-6	554	21.3	95.5	24.0	2.0	6.2	22.5	23.1	3.1	11.3	11,487
GRAY MANOR	K-6	516	18.4	96.1	26.0	2.0	10.7	11.0	25.0	7.9	10.1	10,963
GUNPOWDER	K-6	498	22.6	97.1	20.0	2.0	11.3	17.8	45.5	1.5	11.7	12,849
HALETHORPE	K-6	203	23.9	95.0	6.5	2.0	8.0	15.5	23.5	4.1	11.4	11,879
HAMPTON	K-6	427	21.3	97.6	18.0	2.0	10.9	31.0	40.0	0.1	12.7	18,805
HARFORD HILLS	K-6	559	19.6	97.0	25.5	3.0	9.2	16.7	42.1	2.7	12.1	12,546
HAWTHORNE	K-6	821	21.9	95.2	35.5	2.0	10.5	21.7	24.0	5.2	11.4	10,339
HEBBVILLE	K-6	533	22.2	94.2	22.0	2.0	14.1	15.3	41.7	2.0	12.3	12,713
HERNWOOD	K-5	351	22.8	93.9	13.4	2.0	10.2	17.0	42.2	10.6	12.1	13,979
HILLCREST	K-6	496	20.4	96.4	23.3	1.0	8.8	24.7	34.1	4.1	12.3	13,262
HILLENDALE	K-6	800	22.8	96.1	33.1	2.0	9.9	33.3	27.9	4.6	12.3	11,808
INVERNESS	4-6	636	20.1	94.8	29.7	2.0	9.4	27.5	36.9	3.8	11.2	10,628
JOHNNYCAKE	K-6	527	18.5	96.6	26.5	2.0	11.3	21.3	31.6	2.7	12.1	13,058
KINGSVILLE	K-6	602	21.4	97.1	26.1	2.0	15.8	17.5	28.2	2.6	12.2	13,003
LANSDOWNE	K-5	454	22.7	95.2	18.0	2.0	10.8	13.8	50.0	5.6	9.9	10,103
LOCH RAVEN	K-6	741	20.5	96.3	34.4	1.8	9.3	28.0	33.7	2.9	12.1	11,409
LOGAN	K-3	588	19.5	95.6	28.1	2.0	8.2	22.3	23.3	5.6	10.7	10,705
LUTHERVILLE	K-6	580	20.6	97.6	26.1	2.0	10.8	33.5	41.3	2.0	12.6	15,227

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES‡

BALTIMORE COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
GRANGE	3	107.8	3.70	4.04	-.34	3.80	4.12	-.32	3.90	4.50	-.60	3.80	4.06	-.26
	5	106.5	5.30	5.69	-.39	5.60	5.71	-.11	5.70	5.95	-.25	6.20	5.90	+.30
GRAY MANOR	3	103.6	3.40	3.77	-.37	3.60	3.84	-.24	4.00	4.22	-.22	3.80	3.82	-.02
	5	100.9	4.90	5.20	-.30	4.90	5.24	-.34	5.00	5.48	-.48	5.40	5.46	-.06
GUNPOWDER	3	108.6	4.40	4.09	+.31	4.50	4.18	+.32	4.80	4.55	+.25	4.40	4.11	+.29
	5	104.3	5.50	5.50	+.00	5.60	5.53	+.07	5.80	5.76	+.04	5.90	5.73	+.17
HALETHORPE	3	97.2	2.70	3.35	-.65 *	3.00	3.41	-.41	3.10	3.80	-.70 *	3.40	3.45	-.05
	5	105.9	5.10	5.64	-.54	5.80	5.66	+.14	5.90	5.90	+.00	5.80	5.85	-.05
HAMPTON	3	116.9	4.50	4.62	-.12	4.50	4.73	-.23	4.90	5.10	-.20	4.40	4.59	-.19
	5	108.0	6.50	5.83	+.67	6.50	5.84	+.66 *	6.30	6.07	+.23	6.50	6.02	+.48
HARFORD HILLS	3	110.7	4.10	4.22	-.12	4.30	4.32	-.02	4.60	4.69	-.09	4.30	4.23	+.07
	5	107.4	5.80	5.77	+.03	5.80	5.79	+.01	6.10	6.02	+.08	6.00	5.97	+.03
HAWTHORNE	3	98.9	3.40	3.46	-.06	3.60	3.52	+.08	3.90	3.91	-.01	3.60	3.55	+.05
	5	103.2	4.50	5.40	-.90 *	5.00	5.44	-.44	5.40	5.67	-.27	5.70	5.64	+.06
HEBBVILLE	3	106.5	3.90	3.95	-.05	4.10	4.03	+.07	4.20	4.41	-.21	4.10	3.99	+.11
	5	108.4	5.30	5.86	-.56	5.60	5.88	-.28	5.70	6.11	-.41	5.90	6.05	-.15
HERNWOOD	3	104.5	4.10	3.83	+.27	4.20	3.90	+.30	4.40	4.28	+.12	4.10	3.87	+.23
	5	113.2	6.40	6.29	+.11	6.30	6.28	+.02	6.70	6.51	+.19	6.90	6.44	+.46
HILLCREST	3	103.4	4.30	3.75	+.55	4.40	3.83	+.57 *	4.80	4.21	+.59	4.00	3.81	+.19
	5	108.4	6.30	5.86	+.44	6.00	5.88	+.12	6.40	6.11	+.29	6.30	6.05	+.25
HILLENDALE	3	106.2	4.10	3.93	+.17	4.10	4.01	+.09	4.70	4.39	+.31	3.90	3.97	-.07
	5	105.9	5.60	5.64	-.04	5.60	5.66	-.06	5.80	5.90	-.10	6.00	5.85	+.15
INVERNESS	5	100.7	5.10	5.18	-.08	5.10	5.22	-.12	5.50	5.46	+.04	5.40	5.44	-.04
JOHNNYCAKE	3	108.9	4.40	4.11	+.29	4.40	4.20	+.20	4.80	4.57	+.23	4.30	4.13	+.17
	5	106.8	6.20	5.72	+.48	6.10	5.74	+.36	6.70	5.97	+.73 *	6.40	5.93	+.47
KINGSVILLE	3	105.4	4.10	3.88	+.22	4.10	3.96	+.14	4.40	4.34	+.06	4.10	3.92	+.18
	5	107.5	5.60	5.78	-.18	5.80	5.80	+.00	5.70	6.03	-.33	5.60	5.98	-.38
LANSDOWNE	3	105.4	3.80	3.88	-.08	3.60	3.96	-.36	4.10	4.34	-.24	4.00	3.92	+.08
	5	98.9	4.80	5.02	-.22	4.90	5.07	-.17	5.00	5.31	-.31	5.20	5.30	-.10
LOCH RAVEN	3	109.6	4.20	4.15	+.05	4.30	4.24	+.06	4.90	4.62	+.28	4.20	4.17	+.03
	5	109.2	5.90	5.93	-.03	6.00	5.94	+.06	6.20	6.17	+.03	6.20	6.12	+.08
LOGAN	3	101.8	3.50	3.65	-.15	3.60	3.72	-.12	3.70	4.10	-.40	3.70	3.72	-.02
LUTHERVILLE	3	114.6	4.70	4.48	+.22	5.00	4.58	+.42	5.30	4.95	+.35	4.70	4.46	+.24
	5	111.9	6.30	6.17	+.13	6.40	6.17	+.23	6.70	6.40	+.30	6.60	6.33	+.27

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‡ SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
MAIDEN CHOICE	K-6	617	19.9	95.2	29.0	2.0	6.1	24.0	22.6	3.6	10.6	10,579
MARS ESTATES	K-6	625	22.7	95.9	24.5	3.0	9.0	19.0	32.7	3.7	11.1	9643
MARTIN BOULEVARD	K-6	461	21.9	95.0	19.0	2.0	10.8	21.5	19.0	7.0	10.7	10,107
MCCORMICK	K-6	651	22.0	97.2	27.6	2.0	8.3	19.5	33.8	3.4	11.8	11,328
MERRITT POINT	4-6	454	19.7	96.3	21.0	2.0	11.4	13.5	21.7	5.7	10.7	10,705
MIDDLEBOROUGH	K-6	556	19.5	94.9	26.5	2.0	9.6	23.7	21.1	7.7	10.5	9162
MIDDLESEX	K-6	733	19.5	94.9	35.5	2.0	9.3	30.3	25.3	8.3	10.4	9592
MILBROOK	K-5	432	19.6	91.5	20.0	2.0	7.4	14.5	40.9	2.1	12.1	13,273
NORWOOD	K-6	606	20.2	95.1	28.0	2.0	8.8	20.0	16.7	1.8	9.9	11,581
OAKLEIGH	K-6	677	18.9	95.5	33.9	2.0	13.0	39.5	33.1	6.7	11.8	11,033
OREMS	K-6	418	21.3	95.8	17.6	2.0	8.7	22.3	30.6	5.0	11.2	10,231
OWINGS MILLS	K-6	857	25.2	95.5	32.0	2.0	9.1	19.5	35.3	1.4	11.5	11,500
PADONIA	K-6	578	20.8	95.5	25.8	2.0	12.1	22.0	36.0	2.0	12.6	14,906
PARKVILLE	K-6	735	22.6	96.0	30.5	2.0	12.7	27.3	33.8	5.0	11.8	11,629
PATAPSCO NECK	K-6	333	17.5	94.9	17.0	2.0	10.7	14.5	31.6	3.2	10.2	11,516
PERRY HALL	K-6	731	20.9	96.9	33.0	2.0	12.7	22.5	25.7	3.5	11.7	12,942
PINE GROVE	K-6	608	20.3	96.5	28.0	2.0	9.3	18.5	26.7	3.3	12.2	13,865
PINEWOOD	K-6	370	16.1	97.3	20.9	2.0	8.8	29.0	21.8	2.9	12.6	18,142

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES‡

BALTIMORE COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
MAIDEN CHOICE	3	106.8	3.90	3.97	-.07	4.00	4.05	-.05	4.40	4.43	-.03	3.90	4.01	-.11
	5	107.2	5.30	5.76	-.46	5.60	5.77	-.17	5.90	6.01	-.11	6.10	5.96	+.14
MARS ESTATES	3	102.6	3.40	3.70	-.30	3.50	3.77	-.27	3.70	4.15	-.45	3.80	3.76	+.04
	5	101.5	4.50	5.25	-.75 *	4.90	5.29	-.39	5.20	5.53	-.33	5.10	5.50	-.40
MARTIN BOULEVARD	3	99.6	3.40	3.51	-.11	3.40	3.57	-.17	3.80	3.96	-.16	3.60	3.59	+.01
	5	98.3	4.90	4.97	-.07	5.00	5.02	-.02	5.10	5.26	-.16	5.40	5.25	+.15
MCCORMICK	3	104.9	4.10	3.85	+.25	4.10	3.93	+.17	4.60	4.31	+.29	4.20	3.90	+.30
	5	106.9	5.60	5.73	-.13	5.70	5.75	-.05	6.10	5.98	+.12	6.00	5.93	+.07
MERRITT POINT	5	101.4	5.10	5.24	-.14	5.40	5.28	+.12	5.90	5.52	+.38	5.70	5.50	+.20
MIDDLEBOROUGH	3	103.2	3.70	3.74	-.04	3.90	3.81	+.09	4.20	4.19	+.01	3.90	3.80	+.10
	5	99.1	4.90	5.04	-.14	5.10	5.09	+.01	5.20	5.33	-.13	5.30	5.31	-.01
MIDDLESEX	3	104.3	3.70	3.81	-.11	3.70	3.89	-.19	4.10	4.27	-.17	3.80	3.86	-.06
	5	98.6	4.80	5.00	-.20	5.10	5.05	+.05	5.30	5.29	+.01	5.40	5.27	+.13
MILBROOK	3	104.8	3.90	3.84	+.06	3.90	3.92	-.02	4.50	4.30	+.20	4.00	3.89	+.11
	5	106.0	5.50	5.65	-.15	5.60	5.67	-.07	6.10	5.91	+.19	6.00	5.86	+.14
NORWOOD	3	109.8	4.00	4.17	-.17	3.90	4.26	-.36	4.30	4.63	-.33	4.00	4.18	-.18
	5	111.6	5.40	6.14	-.74 *	5.80	6.15	-.35	6.20	6.37	-.17	6.30	6.31	-.01
OAKLEIGH	3	108.5	4.00	4.08	-.08	4.10	4.17	-.07	4.40	4.55	-.15	4.10	4.10	+.00
	5	107.6	5.50	5.79	-.29	5.60	5.81	-.21	5.90	6.04	-.14	6.00	5.99	+.01
OWENS	3	102.3	3.20	3.68	-.48	3.50	3.75	-.25	3.70	4.13	-.43	3.60	3.75	-.15
	5	103.5	5.00	5.43	-.43	5.30	5.46	-.16	5.40	5.70	-.30	5.50	5.66	-.16
OWINGS MILLS	3	103.8	4.00	3.78	+.22	4.00	3.85	+.15	4.40	4.23	+.17	3.60	3.83	-.23
	5	104.7	5.40	5.54	-.14	5.40	5.56	-.16	5.90	5.80	+.10	5.50	5.76	-.26
PADONIA	3	104.7	4.00	3.84	+.16	3.90	3.91	-.01	4.20	4.29	-.09	3.80	3.88	-.08
	5	106.1	5.70	5.66	+.04	5.90	5.68	+.22	6.10	5.91	+.19	5.80	5.87	-.07
PARKVILLE	3	106.1	4.10	3.93	+.17	4.20	4.01	+.19	4.50	4.39	+.11	4.10	3.97	+.13
	5	105.6	5.50	5.61	-.11	5.60	5.64	-.04	5.60	5.87	-.27	5.90	5.83	+.07
PATAPSCO NECK	3	100.8	3.70	3.59	+.11	3.70	3.65	+.05	3.70	4.04	-.34	3.60	3.66	-.06
	5	103.2	5.60	5.40	+.20	5.70	5.44	+.26	6.00	5.67	+.33	6.10	5.64	+.46
PERRY HALL	3	108.1	4.00	4.06	-.06	4.10	4.14	-.04	4.30	4.52	-.22	4.10	4.08	+.02
	5	110.7	5.90	6.07	-.17	6.00	6.07	-.07	6.00	6.30	-.30	6.30	6.24	+.06
PINE GROVE	3	108.8	4.20	4.10	+.10	4.40	4.19	+.21	5.10	4.57	+.53	4.40	4.12	+.28
	5	109.1	6.00	5.92	+.08	6.00	5.93	+.07	6.20	6.16	+.04	5.90	6.11	-.21
PINEWOOD	3	115.2	4.40	4.51	-.11	4.50	4.62	-.12	4.80	4.99	-.19	4.40	4.49	-.09
	5	106.7	6.10	5.71	+.39	5.90	5.73	+.17	6.10	5.96	+.14	6.10	5.92	+.18

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‡ SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

BALTIMORE COUNTY (PLEASANT PLAINS - SEVENTH DISTRICT)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
PLEASANT PLAINS	K-6	620	18.5	97.4	30.5	3.0	8.9	20.7	44.8	3.0	12.3	12,821
POT SPRING	K-6	608	20.6	96.8	27.5	2.0	9.9	27.5	16.9	1.6	12.6	16,598
POWATAN	K-6	457	22.9	96.6	18.0	2.0	7.7	23.5	30.0	5.1	12.3	13,530
PRETTY BOY	K-6	367	22.2	95.5	15.5	1.0	16.3	18.8	24.2	2.9	10.0	10,342
RANDALLSTOWN	K-6	635	21.9	93.1	27.0	2.0	10.7	18.7	43.1	5.1	12.3	13,977
RED HOUSE RUN	K-6	739	23.9	96.3	28.9	2.0	9.0	20.0	22.7	2.5	11.3	12,179
REISTERSTOWN	K-6	761	25.4	96.0	28.0	2.0	10.1	22.0	36.7	5.0	12.3	12,182
RELAY	K-6	362	20.7	95.7	15.5	2.0	11.1	17.5	20.0	8.9	12.0	12,894
RIDERWOOD	K-6	541	20.0	97.0	25.0	2.0	9.3	24.5	33.3	1.0	12.8	19,259
RIVERVIEW	K-5	791	22.6	95.4	33.0	2.0	8.4	18.0	25.7	7.9	10.3	9646
RODGERS FORGE	K-6	798	23.3	96.7	32.2	2.0	11.4	21.5	31.6	8.1	12.7	14,053
ROSEDALE	K-6	781	21.2	95.9	34.9	2.0	9.1	18.0	29.5	3.4	10.1	11,701
RUXTON	K-6	364	18.9	97.4	17.2	2.0	12.0	23.5	44.8	4.6	12.9	20,544
SANDALWOOD	K-6	655	21.8	95.9	28.0	2.0	6.1	13.2	23.3	4.0	11.6	10,134
SANDY PLAINS	K-6	728	22.4	94.4	30.5	2.0	4.9	20.7	16.9	3.7	11.2	10,628
SCOTTS BRANCH	K-6	590	20.0	92.4	28.5	1.0	9.4	26.0	27.1	4.4	12.2	12,907
SENECA	K-6	553	22.1	96.5	23.0	2.0	8.0	30.5	24.0	2.1	11.2	11,304
SEVENTH DISTRICT	K-6	444	20.7	95.8	18.5	3.0	15.6	22.0	48.8	8.3	10.4	10,228

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES‡

BALTIMORE COUNTY
SCHOOL SYSTEM

SKILL AREAS

			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
PLEASANT PLAINS	3	108.3	4.40	4.07	+.33	4.40	4.15	+.25	4.70	4.53	+.17	4.30	4.09	+.21
	5	112.5	6.50	6.22	+.28	6.70	6.22	+.48	6.70	6.45	+.25	6.70	6.38	+.32
POT SPRING	3	113.4	4.80	4.40	+.40	4.80	4.50	+.30	5.30	4.87	+.43	4.60	4.39	+.21
	5	108.7	6.30	5.89	+.41	6.30	5.90	+.40	6.50	6.13	+.37	6.70	6.08	+.62 *
POWHATAN	3	100.0	3.40	3.54	-.14	3.50	3.60	-.10	3.90	3.98	-.08	3.40	3.61	-.21
	5	101.2	5.00	5.23	-.23	5.30	5.27	+.03	5.60	5.50	+.10	5.60	5.48	+.12
PRETTY BOY	3	105.3	3.80	3.88	-.08	4.10	3.95	+.15	4.20	4.33	-.13	4.00	3.92	+.08
	5	105.8	5.40	5.63	-.23	5.80	5.66	+.14	6.10	5.89	+.21	6.30	5.85	+.45
RANDALLSTOWN	3	110.5	4.30	4.21	+.09	4.30	4.30	+.00	4.90	4.68	+.22	4.30	4.22	+.08
	5	106.6	5.80	5.70	+.10	6.00	5.72	+.28	6.50	5.96	+.54	6.30	5.91	+.39
RED HOUSE RUN	3	110.4	4.20	4.21	-.01	4.40	4.30	+.10	4.70	4.67	+.03	4.30	4.21	+.09
	5	108.8	5.70	5.90	-.20	5.80	5.91	-.11	6.10	6.14	-.04	6.50	6.09	+.41
REISTERSTOWN	3	108.3	4.00	4.07	-.07	4.20	4.15	+.05	4.70	4.53	+.17	4.10	4.09	+.01
	5	106.1	5.70	5.66	+.04	5.90	5.68	+.22	6.40	5.91	+.49	6.20	5.87	+.33
RELAY	3	108.0	4.00	4.05	-.05	4.10	4.13	-.03	4.70	4.51	+.19	4.20	4.08	+.12
	5	110.2	5.50	6.02	-.52	5.60	6.03	-.43	6.10	6.26	-.16	5.90	6.20	-.30
RIDERWOOD	3	110.8	4.30	4.23	+.07	4.50	4.32	+.18	4.60	4.70	-.10	4.30	4.24	+.06
	5	112.3	6.40	6.21	+.19	6.50	6.21	+.29	6.50	6.43	+.07	6.80	6.36	+.44
RIVERVIEW	3	100.5	3.50	3.57	-.07	3.70	3.63	+.07	4.30	4.02	+.28	3.70	3.64	+.06
	5	102.2	4.90	5.31	-.41	5.30	5.35	-.05	5.60	5.59	+.01	5.70	5.56	+.14
RODGERS FORGE	3	111.3	4.30	4.26	+.04	4.40	4.36	+.04	4.80	4.73	+.07	4.40	4.27	+.13
	5	111.5	6.20	6.14	+.06	6.30	6.14	+.16	6.50	6.36	+.14	6.50	6.30	+.20
ROSEDALE	3	102.7	3.60	3.71	-.11	3.70	3.78	-.08	3.90	4.16	-.26	3.70	3.77	-.07
	5	102.0	5.20	5.30	-.10	5.30	5.33	-.03	5.40	5.57	-.17	5.70	5.54	+.16
RUXTON	3	113.3	4.70	4.39	+.31	4.70	4.49	+.21	5.10	4.87	+.23	4.50	4.38	+.12
	5	110.8	6.00	6.07	-.07	6.20	6.08	+.12	6.20	6.31	-.11	6.20	6.25	-.05
SANDALWOOD	3	108.1	4.20	4.06	+.14	4.00	4.14	-.14	4.50	4.52	-.02	4.00	4.08	-.08
	5	103.0	5.10	5.39	-.29	5.30	5.42	-.12	5.60	5.65	-.05	5.60	5.62	-.02
SANDY PLAINS	3	99.5	3.30	3.50	-.20	3.40	3.56	-.16	3.70	3.95	-.25	3.50	3.58	-.08
SCOTTS BRANCH	3	110.1	4.00	4.19	-.19	4.00	4.28	-.28	4.50	4.65	-.15	4.00	4.20	-.20
	5	106.0	5.60	5.65	-.05	5.60	5.67	-.07	5.90	5.91	-.01	6.10	5.86	+.24
SENECA	3	104.8	3.70	3.84	-.14	3.90	3.92	-.02	4.10	4.30	-.20	3.90	3.89	+.01
	5	104.1	5.00	5.48	-.48	5.30	5.51	-.21	5.40	5.75	-.35	5.40	5.71	-.31
SEVENTH DISTRICT	3	97.4	3.60	3.37	+.23	3.50	3.42	+.08	3.50	3.81	-.31	3.50	3.46	+.04
	5	98.9	5.30	5.02	+.28	5.50	5.07	+.43	5.40	5.31	+.09	5.40	5.30	+.10

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‡ SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

BALTIMORE COUNTY (SPARKS - WOODMOOR)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
SPARKS	K-6	443	19.3	95.3	20.9	2.0	11.5	20.5	39.3	8.5	12.3	12,558
STONE LEIGH	K-6	644	21.6	96.4	27.9	2.0	11.4	15.7	26.8	2.1	12.4	14,868
SUMMIT PARK	K-6	284	22.7	86.7	10.5	2.0	13.5	18.0	68.0	4.0	12.6	20,446
SUSSEX	K-6	533	18.1	95.2	27.5	2.0	8.7	20.3	40.7	6.0	10.4	10,017
TIMBERGROVE	K-6	720	23.2	95.9	29.0	2.0	8.6	24.9	29.0	1.3	12.3	11,826
TIMONIUM	K-6	543	21.3	97.4	23.5	2.0	11.8	31.5	54.9	1.5	12.5	16,869
TOWSON	K-6	445	16.2	96.5	24.5	3.0	12.5	21.4	41.8	8.5	12.6	13,256
VICTORY VILLA	K-6	656	20.8	94.6	29.5	2.0	10.7	23.3	14.3	3.6	10.3	9951
VILLA CRESTA	K-6	737	19.4	97.0	36.0	2.0	11.0	36.0	31.6	5.5	12.0	11,555
WARREN	K-6	784	22.4	96.4	33.0	2.0	10.4	29.[illegible]	40.0	5.2	12.5	18,590
WELLWOOD	K-6	541	23.5	86.4	21.0	2.0	8.5	14.5	30.4	2.9	12.6	20,867
WESTCHESTER	P-6	649	20.0	95.9	30.5	2.0	9.0	21.0	35.4	3.2	12.2	13,807
WESTOWNE	K-6	708	19.7	96.5	34.0	2.0	9.7	27.5	33.3	7.8	12.0	11,613
WINAND	K-6	821	23.1	90.0	33.5	2.0	8.6	30.3	39.4	1.6	12.5	15,887
WINFIELD	K-6	514	21.6	91.8	21.8	2.0	6.8	17.5	33.6	1.1	12.1	13,181
WOODBRIDGE	K-6	492	26.6	96.8	16.5	2.0	7.5	15.5	37.8	0.3	12.2	15,179
WOODLAWN	K-6	263	22.9	96.3	10.5	1.0	7.8	23.0	26.1	5.6	12.1	11,891
WOODMOOR	K-6	578	22.1	95.9	24.1	2.0	7.1	24.5	34.9	2.5	12.3	13,614

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‡ SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES‡

BALTIMORE COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
SPARKS	3	108.9	4.40	4.11	+.29	4.50	4.20	+.30	5.10	4.57	+.53	4.30	4.13	+.17
	5	105.1	5.60	5.57	+.03	5.70	5.60	+.10	5.80	5.83	-.03	5.60	5.79	-.19
STONELEIGH	3	110.7	4.70	4.22	+.48	4.80	4.32	+.48	5.00	4.69	+.31	4.60	4.23	+.37
	5	113.0	6.40	6.27	+.13	6.60	6.26	+.34	7.10	6.49	+.61	6.80	6.42	+.38
SUMMIT PARK	3	106.3	4.30	3.94	+.36	4.20	4.02	+.18	4.70	4.40	+.30	4.20	3.98	+.22
	5	112.1	6.40	6.19	+.21	6.50	6.19	+.31	7.20	6.41	+.79 *	6.40	6.35	+.05
SUSSEX	3	105.3	3.40	3.88	-.48	3.40	3.95	-.55	3.80	4.33	-.53	3.50	3.92	-.42
	5	102.5	4.90	5.34	-.44	5.10	5.38	-.28	5.20	5.61	-.41	5.40	5.58	-.18
TIMBERGROVE	3	104.7	3.90	3.84	+.06	4.10	3.91	+.19	4.50	4.29	+.21	4.00	3.88	+.12
	5	108.0	6.00	5.83	+.17	6.00	5.84	+.16	6.10	6.07	+.03	6.20	6.02	+.18
TIMONIUM	3	110.1	4.20	4.19	+.01	4.30	4.28	+.02	4.60	4.65	-.05	4.30	4.20	+.10
	5	109.8	6.40	5.99	+.41	6.40	5.99	+.41	6.60	6.22	+.38	6.30	6.17	+.13
TOWSON	3	106.5	4.30	3.95	+.35	4.50	4.03	+.47	4.60	4.41	+.19	4.20	3.99	+.21
	5	102.3	5.90	5.32	+.58	5.80	5.36	+.44	5.90	5.60	+.30	6.20	5.57	+.63 *
VICTORY VILLA	3	99.8	3.60	3.20	+.40	3.40	3.25	+.15	4.00	3.64	+.36	3.70	3.31	+.39
	5	104.7	4.90	5.54	-.64	5.10	5.56	-.46	5.30	5.80	-.50	5.10	5.76	-.66 *
VILLA CRESTA	3	108.3	4.00	4.07	-.07	4.10	4.15	-.05	4.30	4.53	-.23	4.20	4.09	+.11
	5	106.4	5.70	5.69	+.01	5.90	5.71	+.19	6.00	5.94	+.06	6.20	5.89	+.31
WARREN	3	113.4	4.50	4.40	+.10	4.70	4.50	+.20	5.00	4.87	+.13	4.60	4.39	+.21
	5	115.8	6.50	6.52	-.02	6.60	6.50	+.10	6.80	6.72	+.08	7.00	6.64	+.36
WELLWOOD	3	108.7	4.50	4.10	+.40	4.60	4.18	+.42	5.00	4.56	+.44	4.40	4.12	+.28
	5	113.0	6.60	6.27	+.33	6.70	6.26	+.44	7.10	6.49	+.61	7.00	6.42	+.58
WESTCHESTER	3	102.9	3.90	3.72	+.18	4.00	3.79	+.21	4.10	4.17	-.07	3.70	3.78	-.08
	5	105.3	5.50	5.59	-.09	5.70	5.61	+.09	5.70	5.85	-.15	6.00	5.81	+.19
WESTOWNE	3	104.8	3.80	3.84	-.04	4.10	3.92	+.18	4.30	4.30	+.00	3.90	3.89	+.01
	5	103.4	5.40	5.42	-.02	5.40	5.45	-.05	5.90	5.69	+.21	5.90	5.66	+.24
WINAND	3	110.8	4.30	4.23	+.07	4.30	4.32	-.02	4.80	4.70	+.10	4.30	4.24	+.06
	5	105.5	5.90	5.61	+.29	5.90	5.63	+.27	6.30	5.86	+.44	6.20	5.82	+.38
WINFIELD	3	107.4	4.10	4.01	+.09	4.10	4.09	+.01	4.20	4.47	-.27	4.20	4.04	+.16
	5	102.3	5.80	5.32	+.48	5.80	5.36	+.44	5.90	5.60	+.30	6.00	5.57	+.43
WOODBRIDGE	3	110.5	4.10	4.21	-.11	4.30	4.30	+.00	4.70	4.68	+.02	4.30	4.22	+.08
	5	109.4	6.30	5.95	+.35	6.20	5.96	+.24	6.70	6.19	+.51	6.50	6.13	+.37
WOODLAWN	3	113.0	4.30	4.37	-.07	4.30	4.47	-.17	4.40	4.85	-.45	4.40	4.37	+.03
	5	109.0	5.30	5.92	-.62	5.80	5.93	-.13	5.60	6.16	-.56	5.70	6.10	-.40
WOODMOOR	3	102.3	3.80	3.68	+.12	3.80	3.75	+.05	4.40	4.13	+.27	3.90	3.75	+.15
	5	102.6	5.10	5.35	-.25	5.20	5.38	-.18	5.40	5.62	-.22	5.50	5.59	-.09

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‡ SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

BALTIMORE COUNTY (DEER PARK - MIDDLE RIVER JR HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
DEER PARK	6-9	1,218	[illegible]	92.8	68.4	3.0	9.3	21.3	48.7	5.5	12.2	13,369
LANSDOWNE MIDDLE	6-8	1,070	16.7	94.2	60.0	4.0	8.1	18.3	34.4	7.1	10.0	9769
SUDBROOK JR HIGH	6-9	1,113	15.8	89.8	67.5	3.0	10.1	27.3	33.3	1.4	12.3	13,968
ARBUTUS JR HIGH	7-9	904	16.0	93.9	54.6	2.0	10.3	24.3	47.0	3.9	11.2	11,545
CATONSVILLE JR HIGH	7-9	1,240	16.7	94.2	72.0	2.0	9.2	26.0	43.2	4.4	12.0	12,621
COCKEYSVILLE JR HIGH	7-10	1,356	15.8	96.0	82.9	3.0	8.5	19.8	38.4	4.2	12.4	14,841
DEEP CREEK JR HIGH	7-10	1,522	18.1	92.8	80.0	4.0	8.6	16.8	29.8	5.4	10.7	9943
DUMBARTON JR HIGH	7-9	1,096	18.2	95.3	57.1	3.0	9.8	19.7	44.9	5.5	12.5	13,618
DUNDALK JR HIGH	7-9	948	15.4	94.4	59.6	2.0	9.5	18.5	30.2	6.7	10.7	10,240
FRANKLIN JR HIGH	7-9	1,280	17.3	94.5	71.2	3.0	9.8	24.3	36.4	4.8	12.2	11,794
GEN. JOHN STRICKER JR HI	7-9	1,507	17.3	94.5	84.0	3.0	7.9	17.4	32.2	7.4	10.3	10,600
GOLDEN RING JR HIGH	7-9	1,094	16.4	95.3	63.6	3.0	10.5	19.0	39.0	3.3	10.9	11,759
HEREFORD JR SR HIGH	7-12	1,583	17.6	94.1	86.0	4.0	11.6	19.5	52.2	NA	11.6	11,133
HOLABIRD JR HIGH	7-9	1,242	17.3	93.5	69.0	3.0	7.7	19.5	25.0	3.0	9.8	11,028
JOHNNYCAKE JR HIGH	7-9	1,278	16.9	95.3	71.5	4.0	10.7	23.5	40.4	2.8	12.1	12,363
LANSDOWNE SR HIGH	9-12	2,064	17.8	91.4	112.4	3.8	11.0	22.0	42.3	7.1	10.6	10,584
LOCK RAVEN JR HIGH	7-9	1,129	16.5	95.9	65.4	3.0	11.3	26.1	53.2	3.4	12.2	12,142
MIDDLE RIVER JR HIGH	7-9	1,471	18.9	92.5	73.9	4.0	9.5	21.5	37.2	6.7	10.7	10,507

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

BALTIMORE COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
DEER PARK	7	106.2	7.70	7.41	+.29	7.50	7.39	+.11	7.70	7.46	+.24	7.80	7.64	+.16
	9	106.9	9.40	9.07	+.33	9.30	9.01	+.29	9.30	8.95	+.35	9.50	9.12	+.38
LANSDOWNE MIDDLE	7	99.3	6.50	6.66	-.16	6.60	6.69	-.09	6.60	6.80	-.20	6.80	6.93	-.13
SUDBROOK JR HIGH	7	107.7	7.60	7.37	+.23	7.60	7.54	+.06	8.30	7.60	+.70	8.40	7.79	+.61
	9	106.5	9.20	9.03	+.17	8.90	8.96	-.06	9.40	8.91	+.49	9.40	9.07	+.33
ARBUTUS JR HIGH	7	106.2	7.30	7.41	-.11	7.40	7.39	+.01	7.60	7.46	+.14	7.80	7.64	+.16
	9	104.1	8.90	8.75	+.15	8.90	8.69	+.21	9.20	8.67	+.53	9.00	8.81	+.19
CATONSVILLE JR HIGH	7	104.0	7.40	7.17	+.23	7.30	7.16	+.14	7.50	7.25	+.25	7.90	7.41	+.49
	9	102.8	9.00	8.60	+.40	8.80	8.53	+.27	8.80	8.54	+.26	9.00	8.67	+.33
COCKEYSVILLE JR HIGH	7	108.3	7.90	7.64	+.26	7.90	7.60	+.30	7.80	7.66	+.14	8.30	7.85	+.45
	9	108.2	9.50	9.22	+.28	9.40	9.16	+.24	9.20	9.08	+.12	9.40	9.26	+.14
DEEP CREEK JR SR HI	7	97.0	6.40	6.41	-.01	6.50	6.46	+.04	6.50	6.58	-.08	6.70	6.70	+.00
	9	99.9	8.20	8.26	-.06	8.20	8.20	+.00	7.90	8.25	-.35	8.40	8.36	+.04
DUMBARTON JR HIGH	7	109.2	8.00	7.73	+.27	7.90	7.69	+.21	8.00	7.74	+.26	8.10	7.95	+.15
	9	108.3	9.50	9.23	+.27	9.30	9.17	+.13	9.10	9.09	+.01	9.40	9.27	+.13
DUNDALK JR HIGH	7	97.8	6.60	6.49	+.11	6.70	6.54	+.16	7.00	6.66	+.34	7.20	6.78	+.42
	9	100.8	8.30	8.36	-.06	8.40	8.30	+.10	8.30	8.34	-.04	8.60	8.46	+.14
FRANKLIN JR HIGH	7	100.9	7.10	6.83	+.27	7.10	6.85	+.25	7.20	6.95	+.25	7.40	7.10	+.30
	9	101.6	8.90	8.46	+.44	8.70	8.40	+.30	8.60	8.42	+.18	8.70	8.55	+.15
GEN. JOHN STRICKER J	7	101.9	6.70	6.94	-.24	6.70	6.95	-.25	7.00	7.05	-.05	7.30	7.20	+.10
	9	102.7	8.10	8.58	-.48	8.20	8.52	-.32	8.20	8.53	-.33	8.60	8.66	-.06
GOLDEN RING JR HIGH	7	103.1	7.00	7.07	-.07	7.00	7.07	-.07	7.00	7.16	-.16	7.80	7.32	+.48
	9	105.4	8.80	8.90	-.10	8.90	8.84	+.06	8.70	8.80	-.10	9.30	8.95	+.35
HEREFORD JR SR HIGH	7	102.7	7.40	7.03	+.37	7.30	7.03	+.27	7.30	7.12	+.18	7.70	7.28	+.42
	9	99.6	8.70	8.23	+.47	8.70	8.16	+.54	8.30	8.22	+.08	9.00	8.33	+.67 *
HOLABIRD JR HIGH	7	102.8	6.60	7.04	-.44	6.70	7.04	-.34	6.80	7.13	-.33	7.20	7.29	-.09
	9	102.3	8.20	8.54	-.34	8.30	8.48	-.18	8.10	8.49	-.39	8.70	8.62	+.08
JOHNNYCAKE JR HIGH	7	107.4	7.60	7.54	+.06	7.40	7.51	-.11	7.70	7.57	+.13	8.00	7.76	+.24
	9	103.5	9.00	8.68	+.32	8.80	8.62	+.18	8.70	8.61	+.09	9.10	8.75	+.35
LANSDOWNE SR HIGH	9	100.5	8.30	8.33	-.03	8.10	8.27	-.17	8.00	8.31	-.31	8.50	8.43	+.07
LOCH RAVEN JR HIGH	7	107.8	7.80	7.58	+.22	7.80	7.55	+.25	8.00	7.61	+.39	8.30	7.80	+.50
	9	108.3	9.50	9.23	+.27	9.30	9.17	+.13	9.40	9.09	+.31	9.60	9.27	+.33
MIDDLE RIVER JR HIGH	7	99.1	6.70	6.64	+.06	6.70	6.67	+.03	6.60	6.78	-.18	6.90	6.91	-.01
	9	98.6	7.90	8.11	-.21	7.90	8.05	-.15	7.60	8.13	-.53	8.30	8.22	+.08

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* SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

BALTIMORE COUNTY (NORTH POINT JR HIGH - WOODLAWN)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
NORTH POINT JR HIGH	7-9	1,135	17.6	93.2	60.5	4.0	6.6	20.6	26.3	3.4	11.2	11,006
OLD COURT JR HIGH	7-9	1,157	17.3	89.8	65.0	2.0	10.1	17.0	43.3	2.5	12.3	13,853
PARKVILLE JR HIGH	7-9	1,106	15.1	95.5	72.1	1.0	10.6	33.0	34.2	4.4	11.3	11,486
PERRY HALL JR HIGH	7-9	1,199	18.3	96.5	62.5	3.0	11.6	16.3	35.1	2.7	11.9	12,746
PIKESVILLE JR HIGH	7-9	1,179	16.8	82.8	69.0	1.0	9.3	28.0	44.3	2.3	12.5	18,632
PINE GROVE JR HIGH	7-9	1,221	21.1	96.4	56.0	2.0	7.2	16.7	31.0	3.9	NA	NA
RIDGELY JR HIGH	7-9	1,347	16.8	96.8	76.0	4.0	10.7	22.0	48.7	2.0	12.6	16,788
SPARROWS POINT SR HIGH	9-12	1,379	16.6	91.2	79.9	3.0	8.6	18.4	37.4	NA	10.0	10,487
STEMMERS RUN JR HIGH	7-9	1,552	18.3	93.5	82.8	2.0	8.9	20.9	31.8	5.5	10.7	10,106
TOWNSONTOWN JR HIGH	7-9	1,094	17.3	96.2	60.3	3.0	12.7	22.0	48.2	2.7	12.7	17,043
WOODLAWN JR HIGH	7-9	1,154	16.1	93.3	69.5	2.0	8.7	17.0	32.2	3.1	12.3	12,726

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

BALTIMORE COUNTY
SCHOOL SYSTEM

			SKILL AREAS												
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL			
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
NORTH POINT JR HIGH	7	102.0	6.90	6.95	-.05	6.80	6.96	-.16	7.00	7.06	-.06	7.40	7.21	+.19
	9	101.3	8.20	8.42	-.22	8.30	8.36	-.06	8.20	8.39	-.19	8.90	8.51	+.39
OLD COURT JR SR HIGH	7	106.3	8.00	7.42	+.58	7.70	7.40	+.30	7.90	7.47	+.43	8.10	7.65	+.45
	9	107.4	9.40	9.13	+.27	9.20	9.07	+.13	9.30	9.00	+.30	9.60	9.17	+.43
PARKVILLE JR HIGH	7	105.9	7.40	7.38	+.02	7.30	7.36	-.06	7.60	7.43	+.17	7.90	7.61	+.29
	9	106.3	9.00	9.00	+.00	9.00	8.94	+.06	8.90	8.89	+.01	9.20	9.05	+.15
PERRY HALL JR HIGH	7	105.7	7.40	7.35	+.05	7.50	7.34	+.16	7.60	7.41	+.19	8.00	7.59	+.41
	9	106.2	9.10	8.99	+.11	9.00	8.93	+.07	9.00	8.88	+.12	9.40	9.04	+.36
PIKESVILLE JR HI	7	107.9	8.10	7.59	+.51	7.90	7.56	+.34	8.30	7.62	+.68	8.50	7.81	+.69 *
	9	108.8	9.70	9.29	+.41	9.40	9.23	+.17	9.70	9.14	+.56	10.00	9.32	+.68 *
PINE GROVE JR HIGH	7	105.1	7.30	7.29	+.01	7.20	7.28	-.08	7.40	7.35	+.05	7.80	7.53	+.27
	9	105.3	9.00	8.89	+.11	8.90	8.82	+.08	8.70	8.79	-.09	9.30	8.94	+.36
RIDGELY JR HIGH	7	108.8	8.30	7.69	+.61	8.10	7.65	+.45	8.20	7.71	+.49	8.40	7.90	+.50
	9	111.8	9.90	9.64	+.26	9.60	9.58	+.02	9.70	9.44	+.26	9.90	9.64	+.26
SPARROWS POINT SR HI	9	96.8	7.80	7.90	-.10	7.80	7.84	-.04	7.70	7.95	-.25	8.00	8.03	-.03
STEMMERS RUN JR HIGH	7	99.6	6.70	6.69	+.01	6.90	6.72	+.18	6.80	6.83	-.03	7.10	6.96	+.14
	9	100.1	8.20	8.28	-.08	8.10	8.22	-.12	8.00	8.[illegible]	-.27	8.50	8.38	+.12
TOWSONTOWN JR HIGH	7	109.2	8.30	7.73	+.57	8.20	7.69	+.51	8.30	7.74	+.56	8.50	7.95	+.55
	9	108.9	10.00	9.30	+.70	9.90	9.24	+.66 *	10.00	9.15	+.85	9.80	9.33	+.47
WOODLAWN JR HIGH	7	105.1	7.10	7.29	-.19	7.00	7.28	-.28	7.20	7.35	-.15	7.50	7.53	-.03
	9	102.2	8.70	8.53	+.17	8.30	8.46	-.16	8.40	8.48	-.08	8.70	8.61	+.09

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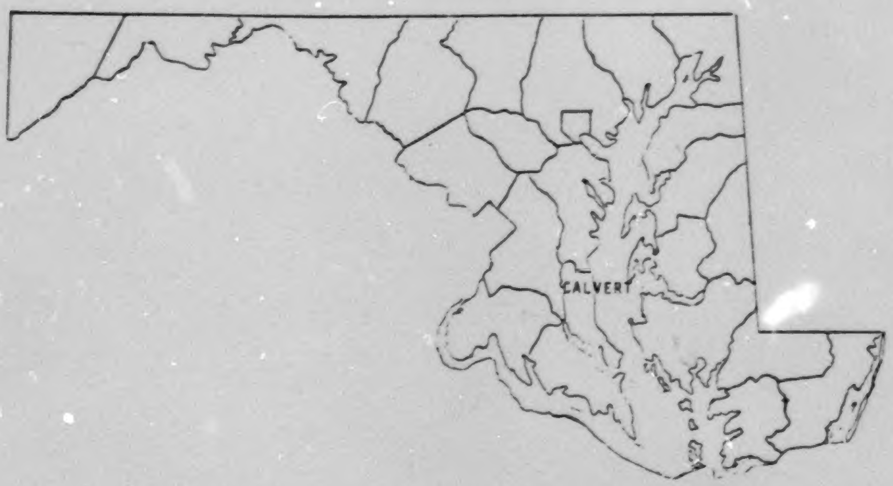
* SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

4.2.5 Calvert County



A. Present Status of the Accountability Program

Calvert County has met all of the minimum requirements set by the Maryland Accountability Program needed to comply with the state accountability law. Each school has complied with the objective setting activity; and many resources were utilized during the completion of this process.

Staff inservice methods, typical in the formulation of school level program objectives, were such things as small group meetings in each school at various grade levels in the areas of reading, writing, and mathematics; total staff review of all proposed objectives; county review of the objectives for clarity; and finalization under the guidance of curriculum specialists.

Prior to the opening of schools in September 1975, objectives were reviewed and revised by staffs to ensure their appropriateness for that school year. This was usually accomplished after the school staff had met with the building administrators, staff curriculum specialists, and the accountability coordinator to develop an assessment and evaluation model for measuring the effect of implementation of the objectives.

Each school staff has been charged to continue this task of evaluating and updating the program objectives that were established. To assist schools in this task, the county is developing a checklist that will allow teachers to record and follow the progress of each student with regard to school objectives.

A committee has been established to evaluate county goals and to check the content of various programs. This committee has the task of assuring that school objectives, county goals, and state goals correspond.

B. Local Assessment Activities

Calvert County students are involved in a wide variety of testing situations at many levels within their school program. The testing program is initiated at the kindergarten level, where all students are evaluated on a pre- and post-test achievement series to determine both individual and program strengths and weaknesses. Scores from this battery are used as placement data for first grade students.

Students in Grade 1 are pre- and post-tested to obtain base data on academic growth. This evaluation program provides teachers, parents, and administrators with data that is used both to plan a complete program for all students and to make educational decisions pertaining to all phases of the learning process. Grade 2 students are also tested to check the accuracy of the Grade 1 evaluation.

In addition, students involved in Elementary and Secondary Education Act (ESEA), Title I and Title III projects are pre- and post-tested in the spring of each year and progress toward program goals is evaluated.

Diagnostic testing is planned on the eighth grade level to identify those students with marked deficiencies. Program modifications on the senior high school level will result. The Stanford Diagnostic Series is being used for testing in reading and mathematics.

An assessment of skills is also administered to all eleventh grade students using the Metropolitan Achievement Tests. These tests provide information concerning the academic growth of students prior to the termination of their formal public education in Calvert County. Skills, aptitudes, and interests for vocational education are also determined and this data is used in counseling students regarding specific vocational education programs.

The complete testing program is conducted through the Office of Testing, and all scores are reviewed and analyzed in numerous ways. Dissemination programs are developed centrally by the supervisor of testing and accountability. Additional individualized testing is conducted by trained psychologists or diagnosticians at the school level. These tests are utilized for specific school level purposes. An extensive array of evaluative measures are also used as a part of the early identification and special education programs.

C. Comments of Accountability Assessment Results

The assessment data obtained from this program indicate that the students have maintained a consistent pattern over the past two years in achievement and mental ability. No significant changes were revealed and all data displayed a high correlation between mental maturity, as measured by the Cognitive Abilities Test, and the academic attainment, as measured by the Iowa Tests of Basic Skills. The student averages do not vary significantly from the Maryland norm. That norm, when understood by the general public, is an effective measure for comparison of the data collected on schools and students.

The differences between predicted and obtained scores in Grades 3 and 5 in one school were significantly positive in both vocabulary and total language usage. This positive difference was consistent with the previous year's scores, indicative of an overall staff commitment to the maintenance of high standards of pupil achievement. County averages show no significant positive or negative variances.

Since all local education agencies are using the same data and references, the accountability program has many valuable aspects for the planners and implementors of public education. The use of the Iowa Tests of Basic Skills results for students have left mixed feelings with educators and parents in Calvert County. National norms, Maryland norms, and averages are often misunderstood. Negative reactions result from these misunderstandings. As general understanding increases concerning role of the Maryland norm, and the state, county, and school goals and objectives in educational accountability, public sentiments will change, and the public will recognize the indications that accountability is accomplishing its basic purpose.

D. Program Modification Activities

Calvert County has made numerous program modifications related to the results of the accountability program. An abbreviated listing with general descriptions appears below:

- Ten additional remedial reading teachers have been employed to improve the reading achievement of students who have been identified by the Iowa Tests of Basic Skills to be a year or more below their predicted scores.

- A scope and sequence has been identified in the areas of reading, writing, and mathematics and is being articulated directly toward the attainment of school level objectives and county and state goals.

- Science materials being piloted in Grades K-5 reflect an adjustment from content orientation to process orientation.

- The language arts/reading curriculum is actively being modified to incorporate added emphasis on the basic skills necessary for language development.

- Improvement has occurred in the student-teacher ratios especially at the primary (K-3) levels and at the ninth grade level in mathematics and language arts.

Additional program modifications have been implemented in physical education, outdoor education, foreign languages, utilization of instructional television and other areas. Program analysis indicates that these revisions will better meet the needs of the student population.

E. Unmet Needs for Resources to Permit Improvement of Programs and Services

The following unmet needs in Calvert County are under evaluation at the present time and are at various stages of implementation:

- Improvement of student-teacher ratios;

- Development of a comprehensive reading program for Grades K-8;

- Development of a comprehensive mathematics program for Grades K-12;

- Development of a complete comprehensive summer program for developmental, remedial, and enrichment activities; and

- Development of a program in reading and mathematics for the academically gifted or talented youngster.

The following program modifications are in progress. They represent significant expenditures of talent and resources and exemplify what is currently being done in Calvert County to meet student needs and to improve the educational setting:

- The addition of professional staff specifically designed to aid underachievers;
- The improvement of class sizes in Grades K-3 to a 1.25 ratio;
- The addition of paraprofessionals at the high school level to work with students with significant deficiencies in mathematics and reading;
- The addition of a full-time supervisor to work with accountability and testing; and
- The development of specific objectives in prereading, mathematics, science, and reading for the early childhood program.

These additional directions clearly represent major adjustments in several areas in hopes that students may receive the highest quality education possible.

F. General Comments

Calvert County educators see the need for accountability and programs designed to measure success in schools. The information gained has added greatly in the ongoing development of educational programs in Calvert County. The Maryland norms have been useful as guidelines and should continue to be made available.

A concern must be expressed for the need to develop more effective procedures for communicating the test data to school personnel and to the public. Misinterpretation is widespread and has the potential for negatively affecting image, programs and system rapport. A state level inservice program to aid in staff development should be established in conjunction with a statewide public relations program. General definitions and reporting techniques need to be openly discussed and reviewed in order for people to grasp the total meaning of the reported results. Through these efforts, the positive image of accountability gained with certain groups could be expanded to the general public and all school staffs.

CALVERT COUNTY

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
23,736	10,880	24.4

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
10.1	10.9

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1974)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
6,832	$10,716	$17,956	7.2	19.1

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
16.6%	19.3	93.0%

C. FINANCIAL CHARACTERISTICS (FOR 1973-1974 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$1,088.50	$757.99	69.6%	$34.27

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
3.1%	$11.38	1.0%

* SEE CHAPTER 3, PAGES 60-65, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

CALVERT COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE*

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	526	99.62	6	92.9	15.63	2.92	1.12
	5	528	100.00	5	94.6	15.58	4.54	1.46
	7	540	94.81	2	91.3	15.83	5.78	1.74
	9	612	66.99	2	91.1	15.73	7.07	2.15
(2) READING COMPREHENSION	3	526	99.62	6	92.9	15.63	3.03	1.07
	5	528	100.00	5	94.6	15.58	4.61	1.39
	7	540	94.81	2	91.3	15.83	6.06	1.55
	9	612	66.99	2	91.1	15.73	7.30	1.93
(3) SPELLING	3	526	99.62	6	92.9	15.63	3.47	1.42
	5	528	100.00	5	94.6	15.58	5.02	1.79
	7	540	94.81	2	91.3	15.83	5.81	1.80
	9	612	66.99	2	91.1	15.73	7.03	2.41
(4) CAPITALIZATION	3	526	99.62	6	92.9	15.63	3.42	1.30
	5	528	100.00	5	94.6	15.58	5.07	1.59
	7	540	94.81	2	91.3	15.83	5.73	1.77
	9	612	66.99	2	91.1	15.73	6.72	2.14
(5) PUNCTUATION	3	526	99.62	6	92.9	15.63	3.49	1.32
	5	528	100.00	5	94.6	15.58	5.09	1.48
	7	540	94.81	2	91.3	15.83	5.84	1.72
	9	612	66.99	2	91.1	15.73	6.86	2.27

* SEE CHAPTER 3, PAGES 66-67, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE* (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	526	99.62	6	92.9	15.63	3.09	1.22
	5	528	100.00	5	94.6	15.58	4.74	1.65
	7	540	94.81	2	91.3	15.83	6.04	1.85
	9	612	66.99	2	91.1	15.73	7.08	2.27
(7) LANGUAGE TOTAL	3	526	99.62	6	92.9	15.63	3.37	1.16
	5	528	100.00	5	94.6	15.58	4.98	1.39
	7	540	94.81	2	91.3	15.83	5.86	1.53
	9	612	66.99	2	91.1	15.73	6.92	1.96
(8) MATHEMATICAL CONCEPTS	3	526	99.62	6	92.9	15.63	3.00	.95
	5	528	100.00	5	94.6	15.58	4.97	1.28
	7	540	94.81	2	91.3	15.83	6.18	1.36
	9	612	66.99	2	91.1	15.73	7.31	1.83
(9) MATHEMATICAL PROBLEMS	3	526	99.62	6	92.9	15.63	3.05	1.03
	5	528	100.00	5	94.6	15.58	4.92	1.25
	7	540	94.81	2	91.3	15.83	6.21	1.59
	9	612	66.99	2	91.1	15.73	7.35	1.95
(10) MATHEMATICAL TOTAL	3	526	99.62	6	92.9	15.63	3.02	.95
	5	528	100.00	5	94.6	15.58	4.94	1.17
	7	540	94.81	2	91.3	15.83	6.19	1.35
	9	612	66.99	2	91.1	15.73	7.33	1.75

* SEE CHAPTER 3, PAGES 68-69, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES*

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975
NONVERBAL ABILITY	3	92.4	92.9
	5	93.4	94.6
	7	90.8	91.3
	9	92.9	91.1
VOCABULARY	3	2.94	2.92
	5	4.21	4.54
	7	5.71	5.78
	9	7.14	7.07
READING COMPREHENSION	3	3.04	3.03
	5	4.41	4.61
	7	5.96	6.06
	9	7.33	7.30
LANGUAGE TOTAL	3	3.39	3.37
	5	4.57	4.98
	7	5.72	5.86
	9	7.02	6.92
MATHEMATICAL TOTAL	3	3.07	3.02
	5	4.67	4.94
	7	6.08	6.19
	9	7.36	7.33

* SEE CHAPTER 3, PAGES 70-71, FOR DEFINITION OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD ALSO BE NOTED THAT THE SCORES REPORTED FOR YEAR I AND YEAR II ARE FROM DIFFERENT STUDENT POPULATIONS.

CALVERT COUNTY (APPEAL - CALVERT SR HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
APPEAL	K-5	464	17.4	95.3	24.6	2.0	9.9	12.7	11.3	22.0	10.9	8408
BEACH	K-5	538	20.7	93.2	24.0	2.0	4.5	11.0	5.8	21.6	10.7	8811
CENTRAL	K-5	761	18.3	96.0	38.5	3.0	8.6	18.3	10.8	33.[illegible]	10.9	8890
HUNTINGTON	K-5	367	20.4	96.5	16.0	2.0	6.3	29.0	13.9	19.9	10.8	8940
ISLAND CREEK	P-3	250	20.2	94.8	11.4	1.0	7.0	11.0	20.2	22.9	10.9	8431
MT HARMONY	P-5	813	22.0	95.1	34.0	3.0	8.5	28.0	17.6	16.7	10.7	8792
CALVERT CO MIDDLE	6-8	758	21.1	92.9	34.0	2.0	10.3	21.9	25.0	28.1	10.9	8669
NORTHERN	6-12	1,876	21.6	90.8	83.0	4.0	4.8	17.1	23.0	20.2	10.8	8836
CALVERT SR HIGH	9-12	955	23.3	89.0	38.0	3.0	13.5	22.8	46.3	29.7	10.9	8669

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES‡

CALVERT COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
APPEAL	3	83,1	2.53	2,45	+,08	2,75	2.46	+.29	2.89	2.86	+.03	2.67	2.63	+,04
	5	93.9	4.57	4.58	-,01	4,71	4.65	+.06	4.89	4.90	-.01	4.92	4.90	+.02
BEACH	3	90.4	2.80	2.92	-.12	3.07	2.95	+.12	3.41	3.34	+.07	3.06	3.06	+.00
	5	90.5	4.54	4.28	+.26	4.73	4.36	+.37	4.81	4.61	+.20	4.85	4.63	+.22
CENTRAL	3	96.7	2.96	3.32	-.36	2.97	3.38	-.41	3.19	3.76	-.57	3.04	3.42	-.38
	5	94.1	4.19	4.60	-.41	4.25	4.67	-.42	4.69	4.91	-.22	4.64	4.91	-.27
HUNTINGTOWN	3	96.2	4.07	3.29	+.78 *	3.49	3.34	+.15	4.68	3.73	+.95 *	3.59	3.39	+.20
	5	94.3	5.41	4.62	+.79 *	5.06	4.68	+.38	5.97	4.93	+1.04 *	5.46	4.93	+.53
ISLAND CREEK	3	89.9	2.49	2.88	-.39	2.81	2.92	-.11	2.94	3.31	-.37	2.85	3.03	-.18
MT HARMONY	3	97.3	2.88	3.36	-.48	3.10	3.42	-.32	3.38	3.80	-.42	3.02	3.46	-.44
	5	99.5	4.60	5.08	-.48	4.70	5.12	-.42	5.10	5.36	-.26	5.21	5.35	-.14
CALVERT CO MIDDLE SC	7	89.9	5.87	5.64	+.23	5.92	5.74	+.18	5.88	5.90	-.02	6.09	5.97	+.12
NORTHERN	7	92.4	5.71	5.91	-.20	6.16	5.99	+.17	5.84	6.14	-.30	6.27	6.22	+.05
	9	90.5	6.90	7.17	-.27	7.11	7.11	+.00	6.74	7.32	-.58	7.27	7.35	-.08
CALVERT SENIOR HIGH	9	91.9	7.33	7.33	+.00	7.59	7.27	+.32	7.20	7.46	-.26	7.42	7.50	-.08

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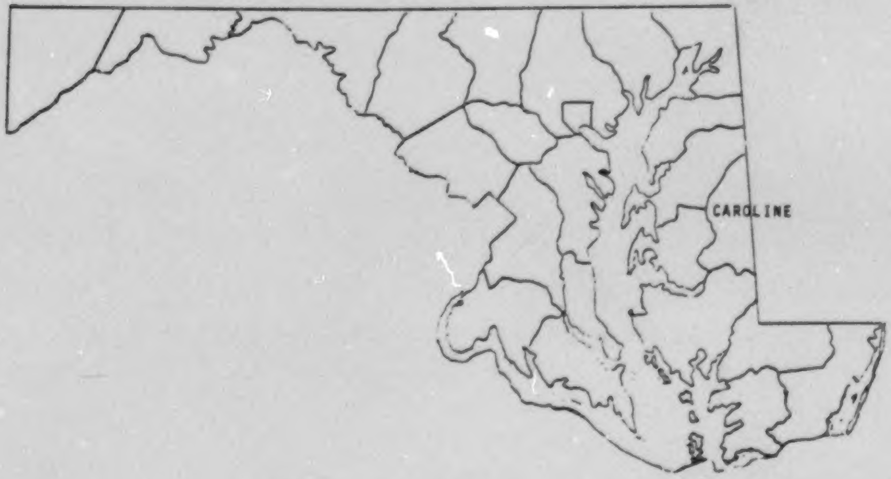
‡ SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

4.2.6 Caroline County



Introduction

The 1974-75 school year was the second year for the implementation of the Maryland State Accountability Law. The two major parts of the law require: (1) assessing pupil needs through use of standardized tests in mathematics, reading, and writing; and (2) establishing objectives at each school for teaching these same three subjects so that pupils can apply these skills both inside and outside the classroom environment.

Pupils tested during this school year in Grades 3, 5, 7, and 9 were different from those tested in the first year of accountability, so no attempt at comparison of scores is valid. Not until the third year of the program can a comparison be made to determine the real growth or lack of it on the part of a given group of students. However, this time is being used to adapt teaching methods and curricula to reflect the accountability objectives established for each school in the county.

A. Present Status of the Accountability Program

During the 1974-75 school year, committees were established to develop school level objectives. On these teams were representatives from each school in the county, supervisors, and, in some instances, subject specialists from the Maryland State Department of Education and Salisbury State College. Using the previously developed state and county goals (published in the Maryland Accountability Program Report, 1973-74), these committees developed objectives to be attained by students by the end of primary, intermediate, middle school, and senior high school. The objectives were written as skills to be attained by the majority of pupils at each level. It was an accepted fact that pupils learn at various rates so that expectancies may vary according to the abilities and interests of the students.

The committee reports were presented to faculty members in all Caroline County schools for questions and suggested amendments. Committee reports were then finalized and copies of objectives to be used during the 1975-76 school year were placed in each school by August 1975.

B. Local Assessment Activities

During the first half of the 1974-75 school year, school faculties and parent groups were instructed in the testing part of accountability using the test results from the first year. The local newspaper published general information for public consumption. Teachers were instructed about the factors, that were used in determining pupil scores by grade and month such as nonverbal ability and socio-economic status of family. Pupils' individual test scores were recorded and in many instances were used in counseling by teachers of the subject areas tested. Similar use of the second year test results will be made during the 1975-76 school year.

A major concern is the noticeable decline in scores from pupils at the third grade level to those at the ninth grade. However, this seems to follow a nationwide pattern.

C. Comments on Accountability Assessment Results

Test results showed pupil scores in 10 areas of academic achievement on the Iowa Tests of Basic Skills. These scores were given in grade placement by year and month and had been adjusted to allow for the results of a nonverbal cognitive abilities test. Results of the 1974-75 groups of children in the grades tested were very similar to the 1973-74 results. For pupils scores to vary as much as two or three months from the normal is considered insignificant. Third grade scores are within one month of state norms in each test. Fifth grade students scored as well, except for mathematics, where averages were about five months lower than the state scores. Seventh grade scores were about five months lower in language arts and six months lower in mathematics. Caroline County ninth graders showed the trend evidenced throughout the state and nation in that, as pupils are tested, the upper grade scores seem to be lower. In 1974-75, ninth grade scores in language arts and mathematics both show seven months below state norms.

The test scores for the 1975-76 school year should reveal more comparative data because the same children tested in the first year of the program will be tested again. Hopefully, weaknesses revealed by the first two years' results will show improvement due to better instructional procedures.

D. Program Modification Activities

The most important activities for teachers will be continued use of curricula which reflect the program objectives in reading, writing, and mathematics, and teaching toward better accomplishment of these goals.

Methods presently employed to improve instruction will be continued. These include: (1) use of individual test scores in reading and language arts for counseling and placement; and (2) use of the scores to adapt skill-building activities to the group being instructed. For example, during the 1975-76 school year, elementary level pupils will be using revised mathematics textbooks that emphasize fundamental processes and practical applications. Teachers will use pupils' test scores to determine placement and to instruct them in the new material.

The introduction of the new state bulletin, Functional Reading, which has the following five parts:

- Following directions,
- Locating references,
- Developing personal interest in reading,
- Gaining information, and
- Understanding forms

will be useful in teaching survival reading skills at all levels. Pupils in Grades 7 and 11 will be tested on these materials as part of the 1975-76 Accountability Testing Program.

The accountability law, which at present deals with three major subject fields, has had some impact on other subjects such as science, social studies, the arts, physical education, and the vocational areas. The ideas of goals and objectives, assessment of needs, and accountability are being discussed by many teachers. While no concerted effort has yet been put forth on a countywide basis, individuals and some school faculties have made tentative plans in these areas. This is especially true in senior high schools which are approaching evaluation by the Middle States Association of Colleges and Secondary Schools, and by faculties of newly constructed buildings that provide opportunities for different types of instructional programs.

E. Unmet Needs for Resources to Permit Improvement of Programs and Services

Caroline County is one of the poorest counties in Maryland in terms of financial resources. Its salary scale for professional personnel is not the kind that would attract, as a first choice, outstanding teachers and administrators, nor does it do much for the morale of the good people who continue to strive to make the school system a good one. This status also makes it impossible to employ specialists in such areas as reading, mathematics, elementary counseling, and administrative assistants to help implement and strengthen the basic curriculum areas and in such areas as health, career, and environmental education.

Caroline County needs materials in quantities large enough to reach all students and the financial resources to employ consultants to assist students in their use. Funds from the Elementary and Secondary Education Act (ESEA), Title I can provide for only a small percentage of the school population. Other students who do not qualify for that program could also profit by such things as adult aides and individualized instructional materials.

F. General Comments

Through implementation of county educational goals and objectives and suitable progress in those areas, Caroline County hopes to be recognized as a school system accountable to its students, parents and taxpayers.

CAROLINE COUNTY

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
20,579	8,485	21.6

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
9.8	10.5

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1974)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
5,301	$10,156	$16,246	10.3	15.5

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
13.2%	18.8	94.2%

C. FINANCIAL CHARACTERISTICS (FOR 1973-1974 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$900.59	$648.66	72.0%	$20.04

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.2%	$6.83	0.8%

* SEE CHAPTER 3, PAGES 60-65, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

CAROLINE COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE‡

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	385	87.79	5	98.5	15.95	3.45	1.07
	5	419	91.41	5	97.1	15.23	4.78	1.42
	7	413	98.06	2	96.7	14.80	6.40	1.82
	9	471	80.25	2	96.4	15.63	7.89	2.10
(2) READING COMPREHENSION	3	385	87.79	5	98.5	15.95	3.64	1.21
	5	419	91.41	5	97.1	15.23	5.07	1.35
	7	413	98.06	2	96.7	14.80	6.54	1.58
	9	471	80.25	2	96.4	15.63	7.97	1.87
(3) SPELLING	3	385	87.79	5	98.5	15.95	4.20	1.35
	5	419	91.41	5	97.1	15.23	5.42	1.69
	7	413	98.06	2	96.7	14.80	6.72	2.00
	9	471	80.25	2	96.4	15.63	8.19	2.29
(4) CAPITALIZATION	3	385	87.79	5	98.5	15.95	3.99	1.33
	5	419	91.41	5	97.1	15.23	5.29	1.55
	7	413	98.06	2	96.7	14.80	6.46	1.87
	9	471	80.25	2	96.4	15.63	7.64	2.28
(5) PUNCTUATION	3	385	87.79	5	98.5	15.95	3.98	1.42
	5	419	91.41	5	97.1	15.23	5.24	1.45
	7	413	98.06	2	96.7	14.80	6.16	1.81
	9	471	80.25	2	96.4	15.63	7.53	2.33

‡ SEE CHAPTER 3, PAGES 66-67, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE* (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	385	87.79	5	98.5	15.95	3.70	1.36
	5	419	91.41	5	97.1	15.23	4.89	1.65
	7	413	98.06	2	96.7	14.80	6.41	1.91
	9	471	80.25	2	96.4	15.63	7.66	2.29
(7) LANGUAGE TOTAL	3	385	87.79	5	98.5	15.95	3.97	1.20
	5	419	91.41	5	97.1	15.23	5.21	1.38
	7	413	98.06	2	96.7	14.80	6.44	1.58
	9	471	80.25	2	96.4	15.63	7.76	1.99
(8) MATHEMATICAL CONCEPTS	3	385	87.79	5	98.5	15.95	3.43	.95
	5	419	91.41	5	97.1	15.23	5.05	1.14
	7	413	98.06	2	96.7	14.80	6.54	1.42
	9	471	80.25	2	96.4	15.63	7.76	1.90
(9) MATHEMATICAL PROBLEMS	3	385	87.79	5	98.5	15.95	3.55	1.11
	5	419	91.41	5	97.1	15.23	5.02	1.20
	7	413	98.06	2	96.7	14.80	6.42	1.49
	9	471	80.25	2	96.4	15.63	8.02	1.87
(10) MATHEMATICAL TOTAL	3	385	87.79	5	98.5	15.95	3.49	.98
	5	419	91.41	5	97.1	15.23	5.04	1.08
	7	413	98.06	2	96.7	14.80	6.49	1.32
	9	471	80.25	2	96.4	15.63	7.90	1.76

* SEE CHAPTER 3, PAGES 68-69, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

CAROLINE COUNTY

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES‡

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975
NONVERBAL ABILITY	3	96.7	98.5
	5	98.7	97.1
	7	94.7	96.7
	9	101.0	96.4
VOCABULARY	3	3.23	3.45
	5	5.01	4.78
	7	6.46	6.40
	9	8.16	7.89
READING COMPREHENSION	3	3.47	3.64
	5	5.15	5.07
	7	6.58	6.54
	9	8.24	7.97
LANGUAGE TOTAL	3	3.80	3.97
	5	5.26	5.21
	7	6.47	6.44
	9	8.09	7.76
MATHEMATICAL TOTAL	3	3.38	3.49
	5	5.18	5.04
	7	6.72	6.49
	9	8.09	7.90

‡ SEE CHAPTER 3, PAGES 70-71, FOR DEFINITION OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD ALSO BE NOTED THAT THE SCORES REPORTED FOR YEAR I AND YEAR II ARE FROM DIFFERENT STUDENT POPULATIONS.

CAROLINE COUNTY (DENTON - RIVERVIEW JR HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

					TOTAL NO.		AVERAGE YEARS EXPERIENCE			SCHOOL AGE CHILDREN		
SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
DENTON	K-6	638	22.1	95.9	27.9	1.0	11.2	14.0	15.6	14.9	11.0	7900
FEDERALSBURG	K-6	675	20.5	96.4	31.9	1.0	9.1	19.0	8.2	31.3	10.4	6903
GREENSBORO	K-6	601	19.4	96.0	29.9	1.0	7.8	20.0	11.3	23.0	10.1	7416
PRESTON	K-6	475	19.5	96.2	23.4	1.0	12.2	13.0	9.0	18.9	10.5	7536
RIDGELY	K-6	331	20.2	96.0	15.4	1.0	13.7	8.0	6.1	20.8	10.0	7299
COL RICHARDSON JR HIGH	7-8	399	17.5	94.6	20.8	2.0	10.5	22.5	13.1	25.6	10.4	7217
COL RICHARDSON SR HIGH	9-12	674	19.4	91.0	32.8	2.0	9.3	20.5	16.1	26.7	10.4	7244
NORTH CAROLINE SR HI	9-12	953	16.7	91.5	53.9	3.0	10.8	13.0	14.1	17.9	10.4	7616
RIVERVIEW JR HIGH	7-8	555	18.8	94.0	30.5	2.0	8.8	10.3	12.3	17.5	10.8	7616

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

CAROLINE COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
DENTON	3	90.2	3.27	2.90	+.37	3.43	2.94	+.49	3.70	3.33	+.37	3.28	3.04	+.24
	5	98.5	4.77	4.99	-.22	5.15	5.04	+.11	5.17	5.28	-.11	5.04	5.27	-.23
FEDERALSBURG	3	104.0	3.48	3.79	-.31	3.76	3.87	-.11	4.17	4.25	-.08	3.62	3.84	-.22
	5	97.7	4.82	4.92	-.10	5.06	4.97	+.09	5.40	5.21	+.19	5.09	5.20	-.11
GREENSBORO	3	100.6	3.36	3.57	-.21	3.59	3.64	-.05	3.81	4.02	-.21	3.42	3.65	-.23
	5	96.1	4.88	4.78	+.10	4.93	4.84	+.09	4.96	5.08	-.12	4.99	5.07	-.08
PRESTON	3	98.3	3.45	3.43	+.02	3.54	3.48	+.06	4.02	3.87	+.15	3.49	3.51	-.02
	5	95.7	4.53	4.74	-.21	5.05	4.80	+.25	5.18	5.05	+.13	5.00	5.04	-.04
RIDGELY	3	98.3	3.84	3.43	+.41	4.01	3.48	+.53	4.27	3.87	+.40	3.70	3.51	+.19
	5	96.8	5.07	4.84	+.23	5.27	4.89	+.38	5.50	5.14	+.36	5.08	5.13	-.05
COL RICHARDSON JR HI	7	98.4	6.46	6.56	-.10	6.61	6.60	+.01	6.57	6.71	-.14	6.62	6.84	-.22
COL RICHARDSON SR HI	9	95.5	7.77	7.75	+.02	7.80	7.69	+.11	7.59	7.82	-.23	7.96	7.89	+.07
NORTH CAROLINE SR HI	9	97.3	8.00	7.96	+.04	8.13	7.90	+.23	7.91	8.00	-.09	7.84	8.08	-.24
RIVERVIEW JR HIGH	7	95.3	6.36	6.22	+.14	6.49	6.29	+.20	6.33	6.42	-.09	6.38	6.52	-.14

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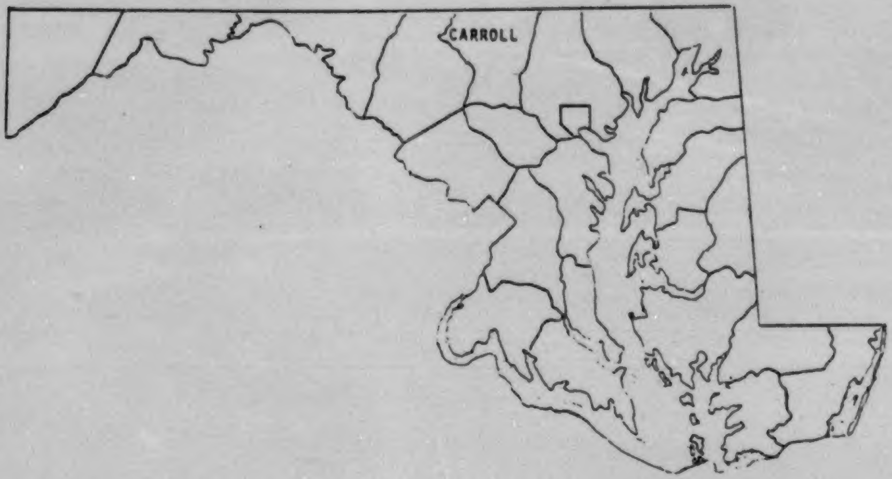
* SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

LOCAL SCHOOL SYSTEM LEVEL -- ACCOUNTABILITY ASSESSMENT INFORMATION

4.2.7 Carroll County



Introduction

The staff and faculties of Carroll County recognize individual pupil growth and development as a first priority. To meet this goal, curriculum writers and teachers have defined their programs, wherever possible, in terms of pupil performance; and through a system of diagnosis and prescriptions have sought to provide programs tailored to student needs. This is implicit in the county philosophy of "Accept and Challenge."

The State Accountability Plan provides a schedule and an organization for continued improvement in curriculum development and program modification.

A. Present Status of the Accountability Program

In the Maryland Accountability Program Report, 1973-74, Carroll County listed its system goals in reading, writing, and mathematics. Based upon these goals, committees of teachers compiled catalogs in these three areas during the summer of 1974.

Schools were asked to adopt the catalogs as sources of objectives and were given the option of adding, deleting, or otherwise changing individual items to suit the needs of their students.

Committees were established at each school for this purpose. In at least one instance, the entire language arts and math departments were given released time in which to develop school level objectives. Subject area supervisors acted as consultants in these workshops. The changes recommended by the schools were submitted to the Local Coordinator of Accountability and the subject area supervisors for review and approval. A report was made to the Accountability Task Force.

Changes were minimal. Within the designated time, all elementary, middle, and senior high schools had met their aspect of the State Accountability Plan. A record of each school's compliance is on file in the central office.

B. Local Assessment Activities

In addition to the testing required by the State Accountability Plan, Carroll County received permission to test in Grades 4, 6, and 8 with Form 6 of the Iowa Tests of Basic Skills. With Maryland State Department of Education funding, unique pupil identification numbers were assigned to all students so that, in subsequent years, growth patterns for individual pupils can be determined as they move through the grades.

There are three schools engaged in pilot programs in reading and mathematics. Using the McGraw-Hill Criterion-Re-Referenced Program, teachers at Taneytown Middle and Westminster Area Middle Schools are testing and prescribing individual programs for more than 500 students in mathematics. At Charles Carroll Elementary School, approximately 135 students are working in individualized programs in reading. High school reading teachers, using the High Intensity Learning Systems, screen incoming ninth grade students and groups of upper grade students to discover reading deficiencies. More than 900 students a year are administered individual programs.

Using the local Early Intervention Kindergarten Project as a base, Carroll County implemented the state's Early Identification Program. The program is now in the second year. In a separate Federally funded program, children of ages 0-5 are evaluated for potential risk with the Denver Developmental Screening Test. Since PREP's inception (Potential Risk Early Pre-Kindergarten) in June 1974, more than 1,400 children have been assessed.

C. Comments on Accountability Assessment Results

A review of test scores seems to indicate no significant difference in pupil performance between 1975 and the preceding year. Very little change is anticipated in any single year.

While test scores may yield some valuable information in regard to long term trends, accountability and testing committee members and other staff persons in Carroll County feel more concern for individual pupil performance and growth. For this reason, an item analysis was made available to each school. Faculties studied the results and are incorporating into their programs whatever revisions seem appropriate. In addition, the Supervisors of Language Arts and Mathematics completed a study of the item analysis on the county level as a guide in curriculum revision.

D. Program Modification Activities

As indicated in the introduction, Carroll County is committed to a system of individual diagnosis and prescription. In support of this position, supervisors and committees of teachers have developed or are developing performance objectives in a number of areas: physical education, vocational education, special education, and social studies. Additional math objectives have been developed in Algebra I and II and in basic mathematics. To complement the reading and writing program, catalogs of objectives have been compiled in listening and speaking. For example, in vocational education skills, checklists accompany the objectives and provide a permanent record of pupil performance for a student's personal use and for employment purposes.

Several interdisciplinary projects are also in operation. A Career Awareness Now (CAN) program will reach all elementary schools by 1976-77. Teachers of all disciplines in middle and senior high schools make improved language skills a part of their course objectives through Project BLAST (Better Language Arts Skills and Techniques).

E. Unmet Needs for Resources to Permit Improvement of Programs and Services

One unmet need in Carroll County is for an improved writing assessment instrument. Specialists in language arts agree that larger aspects of the composition process are not included in the Iowa Tests of Basic Skills.

Programs for highly able students are also needed. Funding from Federal, state, or local sources would help to expand the total educational program in this area.

F. General Comments

While the staff in Carroll County support the concept of accountability and are pledged to meet state requirements in the area, specialists in testing are suggesting that a study/comparison be made of the national and state norming procedures. The staff plans to develop a five-year educational design that would establish a relationship among the various disciplines, outline common goals, set priorities, and assign shared responsibility. Allocation of financial resources and cost analysis of programs would then properly relate to a county plan for meeting the instructional needs of students.

CARROLL COUNTY

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE[*]

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
76,646	11,939	7.1

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
10.0	10.7

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1974)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
18,746	$10,932	$19,225	8.3	20.6

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
14.1%	18.6	94.7%

C. FINANCIAL CHARACTERISTICS (FOR 1973-1974 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$974.77	$715.22	73.4%	$30.18

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
3.1%	$20.18	2.1%

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[*] SEE CHAPTER 3, PAGES 60-65, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

CARROLL COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE#

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	1347	100.00	16	104.8	16.06	3.88	1.07
	5	1502	100.00	13	104.8	14.37	5.54	1.49
	7	1527	100.00	7	106.2	14.53	7.12	1.84
	9	1558	92.68	4	103.2	15.66	8.61	1.97
(2) READING COMPRE-HENSION	3	1347	100.00	16	104.8	16.06	4.00	1.23
	5	1502	100.00	13	104.8	14.37	5.65	1.50
	7	1527	100.00	7	106.2	14.53	7.16	1.71
	9	1558	92.68	4	103.2	15.66	8.76	1.81
(3) SPELLING	3	1347	100.00	16	104.8	16.06	4.52	1.34
	5	1502	100.00	13	104.8	14.37	6.06	1.70
	7	1527	100.00	7	106.2	14.53	7.34	2.12
	9	1558	92.68	4	103.2	15.66	8.58	2.24
(4) CAPITAL-IZATION	3	1347	100.00	16	104.8	16.06	4.44	1.25
	5	1502	100.00	13	104.8	14.37	6.17	1.66
	7	1527	100.00	7	106.2	14.53	7.47	2.07
	9	1558	92.68	4	103.2	15.66	8.48	2.29
(5) PUNCTUATION	3	1347	100.00	16	104.8	16.06	4.50	1.42
	5	1502	100.00	13	104.8	14.37	5.95	1.64
	7	1527	100.00	7	106.2	14.53	7.24	2.04
	9	1558	92.68	4	103.2	15.66	8.33	2.25

SEE CHAPTER 3, PAGES 66-67, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE# (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	1347	100.00	16	104.8	16.06	4.03	1.36
	5	1502	100.00	13	104.8	14.37	5.69	1.71
	7	1527	100.00	7	106.2	14.53	7.20	2.02
	9	1558	92.68	4	103.2	15.66	8.32	2.28
(7) LANGUAGE TOTAL	3	1347	100.00	16	104.8	16.06	4.37	1.20
	5	1502	100.00	13	104.8	14.37	5.97	1.51
	7	1527	100.00	7	106.2	14.53	7.31	1.82
	9	1558	92.68	4	103.2	15.66	8.42	2.01
(8) MATHEMATICAL CONCEPTS	3	1347	100.00	16	104.8	16.06	3.91	.97
	5	1502	100.00	13	104.8	14.37	5.98	1.43
	7	1527	100.00	7	106.2	14.53	7.68	1.65
	9	1558	92.68	4	103.2	15.66	9.06	1.86
(9) MATHEMATICAL PROBLEMS	3	1347	100.00	16	104.8	16.06	3.79	1.87
	5	1502	100.00	13	104.8	14.37	5.60	1.32
	7	1527	100.00	7	106.2	14.53	7.26	1.56
	9	1558	92.68	4	103.2	15.66	8.80	1.82
(10) MATHEMATICAL TOTAL	3	1347	100.00	16	104.8	16.06	3.85	.97
	5	1502	100.00	13	104.8	14.37	5.79	1.30
	7	1527	100.00	7	106.2	14.53	7.47	1.51
	9	1558	92.68	4	103.2	15.66	8.93	1.72

SEE CHAPTER 3, PAGES 68-69, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES*

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975
NONVERBAL ABILITY	3	103.8	104.8
	5	104.6	104.8
	7	102.8	106.2
	9	107.1	103.2
VOCABULARY	3	3.85	3.88
	5	5.51	5.54
	7	7.24	7.12
	9	8.86	8.61
READING COMPREHENSION	3	3.86	4.00
	5	5.67	5.65
	7	7.37	7.16
	9	9.03	8.76
LANGUAGE TOTAL	3	4.26	4.37
	5	5.82	5.97
	7	7.22	7.31
	9	8.73	8.42
MATHEMATICAL TOTAL	3	3.84	3.85
	5	5.83	5.79
	7	7.60	7.47
	9	9.33	8.93

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* SEE CHAPTER 3, PAGES 70-71, FOR DEFINITION OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD ALSO BE NOTED THAT THE SCORES REPORTED FOR YEAR I AND YEAR II ARE FROM DIFFERENT STUDENT POPULATIONS.

CARROLL COUNTY (CHARLES CARROLL - SYKESVILLE)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
CHARLES CARROLL	K-5	315	19.7	95.6	15.0	1.0	5.1	10.0	18.7	4.8	10.2	9853
EAST END PRIMARY	K-4	288	19.9	95.4	14.5	0.5	9.5	42.0	6.9	7.1	11.1	9495
ELDERSBURG	K-5	777	20.4	94.7	36.0	2.0	7.4	13.6	7.9	4.4	10.4	11,396
ELMER A WOLFE	K-4	432	19.2	96.5	21.5	1.0	10.1	32.0	4.4	11.2	10.0	8938
FREEDOM DISTRICT	K-5	740	21.4	95.6	33.5	1.0	7.2	22.8	5.8	2.2	11.5	11,237
HAMPSTEAD	K-6	772	20.9	95.8	35.0	2.0	4.5	10.3	5.4	7.8	10.7	10,271
MANCHESTER	K-6	916	21.3	96.3	41.0	2.0	8.6	12.1	11.6	8.7	10.2	10,057
MECHANICSVILLE	K-5	558	26.8	95.1	19.8	1.0	7.9	25.0	19.2	5.2	10.9	10,302
MOUNT AIRY	K-5	627	19.6	95.9	31.0	1.0	6.7	26.0	12.5	9.4	11.0	10,571
ROBERT MOTON PRIMARY	K-4	289	19.3	95.0	14.0	1.0	8.6	9.0	6.7	4.0	11.5	11,458
SANDYMOUNT	K-5	477	21.2	96.5	21.5	1.0	10.2	21.0	8.9	8.8	10.8	10,372
TANEYTOWN	K-4	487	21.2	95.8	22.0	1.0	9.9	30.0	8.7	8.8	9.7	9166
UNIONTOWN	K-4	143	26.0	97.1	4.5	1.0	7.5	45.0	9.1	9.6	10.2	9803
WEST END PRIMARY	K-4	81	13.5	96.4	5.0	0.5	10.8	42.0	25.0	6.7	11.0	9318
WILLIAM WINCHESTER	K-4	701	22.6	95.5	29.0	2.0	8.0	25.5	3.2	6.5	10.9	10,481
WINFIELD	K-5	433	21.0	96.1	19.6	1.0	6.4	7.0	21.3	6.9	11.1	11,035
MOUNT AIRY MIDDLE	6-8	572	18.5	96.1	29.0	2.0	7.5	16.3	19.3	7.7	11.0	10,738
NEW WINDSOR	5-8	539	20.0	95.9	26.0	1.0	10.2	17.0	18.5	9.6	10.1	9153
SYKESVILLE	6-8	835	20.4	95.5	39.0	2.0	6.5	11.5	9.7	3.3	10.7	11,296

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‡ SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

CARROLL COUNTY
SCHOOL SYSTEM

SKILL AREAS

SCHOOL NAME	GRADE	AVERAGE SAS	VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
			AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
CHARLES CARROLL	3	101.8	3.42	3.65	-.23	3.49	3.72	-.23	3.82	4.10	-.28	3.76	3.72	+.04
	5	102.3	5.07	5.32	-.25	5.21	5.36	-.15	5.66	5.60	+.06	5.72	5.57	+.15
EAST END PRIMARY	3	98.3	3.38	3.43	-.05	3.66	3.48	+.18	4.15	3.87	+.28	3.46	3.51	-.05
ELDERSBURG	3	103.2	3.72	3.74	-.02	3.85	3.81	+.04	4.18	4.19	-.01	3.58	3.80	-.22
	5	103.7	5.53	5.45	+.08	5.56	5.48	+.08	6.01	5.71	+.30	5.45	5.68	-.23
ELMER A WOLFE	3	100.1	3.65	3.54	+.11	3.61	3.60	+.01	3.97	3.99	-.02	3.71	3.62	+.09
FREEDOM DISTRICT	3	113.3	4.39	4.39	+.00	4.48	4.49	-.01	4.71	4.87	-.16	4.37	4.38	-.01
	5	111.9	6.11	6.17	-.06	6.05	6.17	-.12	6.56	6.40	+.16	6.22	6.33	-.11
HAMPSTEAD	3	104.3	3.93	3.81	+.12	3.97	3.89	+.08	4.46	4.27	+.19	3.80	3.86	-.06
	5	104.1	5.55	5.48	+.07	5.66	5.51	+.15	5.79	5.75	+.04	5.74	5.71	+.03
MANCHESTER	3	103.3	4.23	3.75	+.48	4.07	3.82	+.25	4.66	4.20	+.46	3.71	3.80	-.09
	5	103.3	5.72	5.41	+.31	6.02	5.44	+.58	6.30	5.68	+.62	5.97	5.65	+.32
MECHANICSVILLE	3	97.8	3.86	3.39	+.47	3.83	3.45	+.38	4.26	3.84	+.42	3.79	3.48	+.31
	5	104.5	5.71	5.52	+.19	5.53	5.55	-.02	5.79	5.78	+.01	6.19	5.74	+.45
MOUNT AIRY ELEM	3	103.6	3.75	3.77	-.02	3.92	3.84	+.08	4.28	4.22	+.06	3.92	3.82	+.10
	5	102.7	5.38	5.36	+.02	5.42	5.39	+.03	5.73	5.63	+.10	5.05	5.60	-.55
ROBERT MOTON PRIMARY	3	107.5	4.02	4.02	+.00	4.11	4.10	+.01	4.37	4.48	-.11	3.92	4.05	-.13
SANDYMOUNT	3	109.7	4.07	4.16	-.09	4.60	4.25	+.35	5.26	4.63	+.63	4.41	4.17	+.24
	5	108.3	6.21	5.85	+.36	6.28	5.87	+.41	6.48	6.10	+.38	6.20	6.05	+.15
TANEYTOWN	3	106.7	3.48	3.97	-.49	3.79	4.05	-.26	3.99	4.43	-.44	3.71	4.00	-.29
UNIONTOWN	3	104.0	3.92	3.79	+.13	4.05	3.87	+.18	4.50	4.25	+.25	3.78	3.84	-.06
WEST END PRIMARY	3	112.3	4.22	4.33	-.11	4.51	4.42	+.09	4.79	4.80	-.01	4.27	4.32	-.05
WILLIAM WINCHESTER	3	107.4	3.96	4.01	-.05	4.24	4.09	+.15	4.56	4.47	+.09	3.95	4.04	-.09
WINFIELD	3	104.9	3.81	3.85	-.04	3.92	3.93	-.01	4.04	4.31	-.27	3.69	3.90	-.21
	5	101.5	5.34	5.25	+.09	5.39	5.29	+.10	5.51	5.53	-.02	5.60	5.50	+.10
MOUNT AIRY MIDDLE	7	103.7	6.86	7.14	-.28	6.87	7.13	-.26	7.08	7.22	-.14	7.20	7.38	-.18
NEW WINDSOR	5	100.0	5.21	5.12	+.09	5.32	5.17	+.15	5.61	5.40	+.21	5.48	5.38	+.10
	7	109.9	7.75	7.81	-.06	7.76	7.76	+.00	8.05	7.81	+.24	8.00	8.02	-.02
SYKESVILLE	7	107.2	7.14	7.52	-.38	7.15	7.49	-.34	7.25	7.55	-.30	7.41	7.74	-.33

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* SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

CARROLL COUNTY (TANEYTOWN MIDDLE - WESTMINSTER HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
TANEYTOWN MIDDLE	5-8	489	18.8	95.8	25.0	1.0	7.8	17.5	11.5	8.9	9.7	9170
WESTMINSTER EAST	5-8	945	18.9	96.3	48.0	2.0	9.5	12.5	16.0	5.1	11.0	10,373
WESTMINSTER WEST	5-8	1,042	18.9	95.9	53.0	2.0	12.7	17.5	20.0	7.0	10.8	10,096
FRANCIS SCOTT KEY SR HI	9-12	900	19.8	91.9	46.5	3.0	9.1	16.3	18.2	10.3	9.9	9164
NORTH CARROLL SR JR	7-12	1,387	19.8	93.7	67.0	3.0	9.0	18.4	27.1	9.3	10.4	10,150
SOUTH CARROLL SR HIGH	9-12	1,660	20.0	92.7	79.0	4.0	7.1	17.5	21.7	5.8	10.8	11,075
WESTMINSTER HIGH	9-12	2,149	25.9	93.1	78.0	5.0	9.5	19.6	33.7	6.6	10.9	10,222

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‡ SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

CARROLL COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
TANEYTOWN MIDDLE	5	105.7	4.94	5.62	-.68	5.21	5.65	-.44	5.89	5.88	+.01	5.91	5.84	+.07
	7	106.0	6.56	7.39	-.83	6.77	7.37	-.60	7.29	7.44	-.15	7.36	7.62	-.26
WESTMINSTER EAST	5	106.1	5.48	5.66	-.18	5.71	5.68	+.03	5.75	5.91	-.16	5.95	5.87	+.08
	7	104.3	7.06	7.20	-.14	7.08	7.19	-.11	7.08	7.28	-.20	7.27	7.44	-.17
WESTMINSTER WEST	5	105.6	5.62	5.61	+.01	5.88	5.64	+.24	6.28	5.87	+.41	5.78	5.83	-.05
	7	107.2	7.33	7.52	-.19	7.33	7.49	-.16	7.45	7.55	-.10	7.78	7.74	+.04
FRANCIS SCOTT KEY SR	9	101.0	8.12	8.39	-.27	8.40	8.33	+.07	8.12	8.36	-.24	8.69	8.48	+.21
NORTH CARROLL SR JR	7	105.8	7.06	7.36	-.30	7.16	7.35	-.19	7.26	7.42	-.16	7.38	7.60	-.22
	9	103.2	8.50	8.64	-.14	8.76	8.58	+.18	8.35	8.58	-.23	9.10	8.72	+.38
SOUTH CARROLL SR HI	9	102.7	8.62	8.58	+.04	8.67	8.52	+.15	8.32	8.53	-.21	8.75	8.66	+.09
WESTMINSTER HIGH	9	104.7	8.89	8.82	+.07	9.01	8.76	+.25	8.70	8.73	-.03	9.14	8.88	+.26

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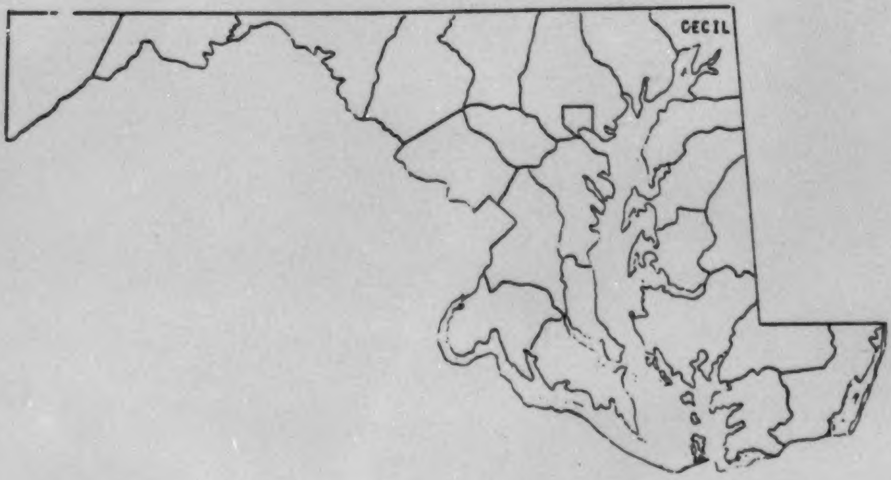
* SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

LOCAL SCHOOL SYSTEM LEVEL -- ACCOUNTABILITY ASSESSMENT INFORMATION

4.2.8 Cecil County



A. Present Status of the Accountability Program

All Cecil County public schools have completed the task of developing school level objectives that are consistent with state and county goals in reading, writing, and mathematics. These objectives have been reproduced in quantity by the central office and copies have been distributed to all principals, librarians, elementary classroom teachers, and secondary teachers of language arts and mathematics.

A committee composed of teachers, principals, and supervisors met in the summer of 1974 to develop a set of proposed school objectives in reading, writing, and mathematics that would constitute a standard level of expectancy for students. The proposed objectives were written as minimal, terminal objectives to be met at the completion of Grades 2, 5, 8, and 12. They were intended to be met by the typical Cecil County student; the above-average student would be expected to surpass the objectives, but the below-average student might not meet the objectives at the terminal points listed.

These sets of proposed objectives were distributed to the individual schools in September 1974. Schools were informed that these objectives could be adopted verbatim or that they could be modified (subject to the approval of the System Steering Committee) to meet the specific needs of their student population. Each principal then appointed a faculty committee to examine the proposed objectives and to recommend adoption or modification of each. Recommendations from each school were forwarded to the System Steering Committee for its approval.

The nine-member System Steering Committee, composed of three elementary supervisors, three secondary supervisors, the coordinators of elementary and secondary education, and the assistant superintendent carefully reviewed the recommendations from each school. With respect to each modification proposed by a school, the System Steering Committee could take one of three actions: (1) reject the proposed change; (2) accept the change as a desirable one for all schools in the county; or (3) accept the change as a modification of the objective for the individual school having proposed the change.

The following is an example of how an individual school staff could modify a standard systemwide objective:

> Standard systemwide objective:
>
> 1BI1. "Upon request of the teacher, the student who has completed the fifth grade will read any five-digit numeral correctly."
>
> This same objective as modified for students of the Cecil Manor Elementary School by the local school staff reads as follows:
>
> 1BI1. "Upon request of the teacher, the student who has completed the fifth grade will read any six-digit numeral correctly."

This modification met with the approval of the System Steering Committee. Based upon their knowledge of their students, the local school staff considered the modified objective to be more appropriate. Thus, this objective has been uniquely set for their students.

The review process culminated in the production of a 107-page listing of School Objectives for Mathematics - Reading - Writing for Cecil County Public Schools, which became effective on September 1, 1975.

The professional staff of the Cecil County Public Schools is pleased with the outcome of the goal and objective setting process. The set of objectives developed should act as a guide to provide the students of Cecil County with a solid foundation in the skills of reading, writing, and mathematics. The objectives will be implemented in all county classrooms and every effort will be made to meet them. However, county educators remain prepared to adjust or modify objectives where such changes are deemed appropriate.

B. Local Assessment Activities

Having established specific objectives that become effective on September 1, 1975, each school must now begin developing the assessment tasks to determine whether or not "typical" students are meeting the established goals and objectives. On the basis of students' performance on these assessment tasks, the appropriateness of the objectives themselves must also be determined.

The first year's experience in the use of school and systemwide objectives will help to answer such questions as the following: Are the objectives realistic? Can typical students reach the expected level of proficiency of each checkpoint? Do the objectives need changes in wording for clarification? These and other similar questions must be answered.

Guides have been completed and others are planned to assist teachers in developing appropriate assessment tasks. For example, in the goal area of writing, A Guide For Classroom Teachers K-8 has been completed. This guide suggests tasks that may be used to help students develop the skills required by each objective. These same or similar tasks may be used to assess student progress in skill development.

Sample assessment tasks have also been designed to help teachers check on the skill development of their students in the first three levels of mathematics and the first six levels of reading. Similar assessment tasks will be developed for all 18 math levels and for all 24 reading levels.

Many of the objectives are written so that student progress in meeting them can be assessed by a teacher-made test. In order to provide some uniform assessment of student progress in meeting the objectives, the System Steering Committee has been given the task of compiling a sample listing of appropriate items that teachers might use in developing such teacher-made tests.

C. Comments on Accountability Assessment Results

The second year of testing under the accountability program provided Cecil County with additional statistical data pertaining to the achievement of students in the third, fifth, seventh, and ninth grades in reading, writing, and mathematics. However, since the second year of testing involved a different group of students from those tested during the first year, it is still impossible at this time to use these data to evaluate growth in achievement of individual students or groups of students. This type of evaluation should be possible after the third year of the testing program at which time the first group of students will be tested a second time.

The test data does allow for the comparison of the average grade equivalent scores of county students to that of the average grade equivalent scores of the students throughout the State of Maryland. It also allows for the comparison of the average Grade Equivalent Score of students in each Cecil County school to that of all other schools throughout the state that have student populations of similar ability. Such comparisons show that the average scores for Cecil County compare favorably to the average score for the State of Maryland. Of 40 Grade Equivalent Scores reported for Cecil County (scores for 10 skill areas at each of four grade levels), 57 percent are equal to or above the average score reported for the state. None of the 40 scores are significantly below the state average.

More specifically, the test data shows that the mathematics and reading comprehension programs of Cecil County are comparable to those throughout the state. Although performance in language skills is slightly below the state average, scores for the tests in this area are, for the most part, higher than those obtained last year, especially in the areas of spelling and capitilization.

It should also be noted that the overall performance of the ninth grade is above the state average; eight out of ten scores reported for the ninth grade were above the state average.

The professional staff of the Cecil County public school system will continue to make use of the test data as an aid in its ongoing efforts to improve programs of instruction. Extensive use is being made of the test data to identify specific areas where student performance was low. As these areas are identified, efforts are being made to evaluate this performance in light of the county's stated goals and objectives. Where the test data indicate a need, modifications to existing programs will be developed and implemented.

D. Program Modification Activities

During the 1974-75 school year, members of the central office staff met with school principals and teachers to identify ways to modify existing curricula, teaching techniques, and staffing patterns in an effort to bring about increased student achievement. It was evident from the test scores of Cecil County students that the greatest need existed in the areas of language and vocabulary. To address this need, a committee composed of teachers, principals, and supervisors met in the summer of 1975 to establish a guide that would complement each local school's objectives in writing. The committee members focused upon developing a logical and continuous sequence of writing skills to be taught to pupils from kindergarten through eighth grade.

The sequence of skills developed by the committee is specifically related to those program objectives that deal with writing proficiency rather than the objectives that deal with personal attitudes and appreciations. The committee felt that attitudes and appreciations usually stem from a solid background in basic writing skills.

Another instructional committee met during the 1974-75 school year to produce a curriculum guide for ninth grade language arts classes. The working draft of the document that was developed provides both reinforcement of the middle school work in language arts and a transition to the elective English courses that students will be taking in Grades 10, 11, and 12. Students are to be diagnostically assessed in the basic skill areas at the beginning of the ninth grade so that the language arts program can be geared specifically to their areas of weakness. In addition, all students will be given an introduction to the basic types of literature by the end of ninth grade.

Steps have also been taken to improve other programs. A pilot program in mathematics was introduced in one middle school. Additional materials have been evaluated and purchased for students who are underachievers in mathematics; and evaluation of the (basal) mathematics series used in our elementary and middle schools is being carried out during the 1975-76 school year.

Program modifications also occurred in high school chemistry, physics, and science curricula during the 1974-75 school year. A revised and updated ninth grade health guide was produced, and a comprehensive business education curriculum was developed and implemented at the high school level.

E. Unmet Needs for Resources to Permit Improvement of Program and Services

The state accountability program has reemphasized the need for additional personnel in our county. The many responsibilities of coordinating and implementing the accountability program itself have been assumed to present staff who must carry this load in addition to their previously assigned responsibilities. At least one additional person is needed to fill the role of Coordinator of Accountability and supervise all aspects of the program including test administration, analysis of test data, test interpretation for staff and public, and local-state liaison.

The accountability program has added a sizeable burden to the already strained local budget. It has necessitated the addition of large expenditures in supplies and materials just to provide each teacher with copies of the objectives and accompanying skill guides. Additional funds have had to be used to develop, duplicate, and disseminate reports to parents and the public on the results of the testing program. These direct expenditures are in addition to the cost of all the staff time that has gone into meeting the demands of the accountability program.

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
55,407	10,489	11.5

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
10.6	11.4

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1974)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
13,473	$10,744	$18,617	8.2	13.6

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
18.1%	21.0	93.4%

C. FINANCIAL CHARACTERISTICS (FOR 1973-1974 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$879.68	$637.91	72.5%	$23.10

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.6%	$6.34	0.7%

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‡ SEE CHAPTER 3, PAGES 60-65, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

CECIL COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE‡

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	975	95.38	16	102.0	15.44	3.56	1.08
	5	1141	95.71	16	101.8	14.88	5.09	1.58
	7	1145	94.59	6	100.6	14.79	6.74	1.83
	9	1050	82.29	5	102.2	14.68	8.55	1.97
(2) READING COMPREHENSION	3	975	95.38	16	102.0	15.44	3.72	1.22
	5	1141	95.71	16	101.8	14.88	5.25	1.46
	7	1145	94.59	6	100.6	14.79	6.90	1.64
	9	1050	82.29	5	102.2	14.68	8.63	1.74
(3) SPELLING	3	975	95.38	16	102.0	15.44	4.12	1.40
	5	1141	95.71	16	101.8	14.88	5.32	1.78
	7	1145	94.59	6	100.6	14.79	6.80	2.05
	9	1050	82.29	5	102.2	14.68	8.49	2.19
(4) CAPITALIZATION	3	975	95.38	16	102.0	15.44	3.88	1.26
	5	1141	95.71	16	101.8	14.88	5.28	1.50
	7	1145	94.59	6	100.6	14.79	6.99	1.98
	9	1050	82.29	5	102.2	14.68	8.80	2.11
(5) PUNCTUATION	3	975	95.38	16	102.0	15.44	3.93	1.41
	5	1141	95.71	16	101.8	14.88	5.29	1.51
	7	1145	94.59	6	100.6	14.79	6.83	1.96
	9	1050	82.29	5	102.2	14.68	8.31	2.14

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‡ SEE CHAPTER 3, PAGES 66-67, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE* (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	975	95.38	16	102.0	15.44	3.74	1.37
	5	1141	95.71	16	101.8	14.88	5.14	1.64
	7	1145	94.59	6	100.6	14.79	6.62	1.98
	9	1050	82.29	5	102.2	14.68	8.20	2.21
(7) LANGUAGE TOTAL	3	975	95.38	16	102.0	15.44	3.92	1.18
	5	1141	95.71	16	101.8	14.88	5.26	1.40
	7	1145	94.59	6	100.6	14.79	6.81	1.73
	9	1050	82.29	5	102.2	14.68	8.45	1.88
(8) MATHEMATICAL CONCEPTS	3	975	95.38	16	102.0	15.44	3.78	1.00
	5	1141	95.71	16	101.8	14.88	5.75	1.45
	7	1145	94.59	6	100.6	14.79	7.31	1.67
	9	1050	82.29	5	102.2	14.68	8.93	1.84
(9) MATHEMATICAL PROBLEMS	3	975	95.38	16	102.0	15.44	3.72	1.09
	5	1141	95.71	16	101.8	14.88	5.41	1.33
	7	1145	94.59	6	100.6	14.79	7.02	1.63
	9	1050	82.29	5	102.2	14.68	8.61	1.77
(10) MATHEMATICAL TOTAL	3	975	95.38	16	102.0	15.44	3.75	.99
	5	1141	95.71	16	101.8	14.88	5.58	1.31
	7	1145	94.59	6	100.6	14.79	7.16	1.55
	9	1050	82.29	5	102.2	14.68	8.77	1.68

* SEE CHAPTER 3, PAGES 68-69, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

CECIL COUNTY

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES‡

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975
NONVERBAL ABILITY	3	98.0	102.0
	5	100.4	101.8
	7	101.1	100.6
	9	101.2	102.2
VOCABULARY	3	3.33	3.56
	5	5.04	5.09
	7	6.79	6.74
	9	8.38	8.55
READING COMPREHENSION	3	3.47	3.72
	5	5.20	5.25
	7	6.96	6.90
	9	8.41	8.63
LANGUAGE TOTAL	3	3.65	3.92
	5	5.25	5.26
	7	6.68	6.81
	9	8.15	8.45
MATHEMATICAL TOTAL	3	3.54	3.75
	5	5.57	5.58
	7	7.27	7.16
	9	8.59	8.77

‡ SEE CHAPTER 3, PAGES 70-71, FOR DEFINITION OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD ALSO BE NOTED THAT THE SCORES REPORTED FOR YEAR I AND YEAR II ARE FROM DIFFERENT STUDENT POPULATIONS.

CECIL COUNTY (BAINBRIDGE - ELKTON MIDDLE)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
BAINBRIDGE	K-6	472	24.8	95.0	18.0	1.0	8.0	14.0	15.8	10.7	12.1	7701
BAY VIEW	K-5	616	25.7	94.8	23.0	1.0	5.1	13.0	16.7	11.3	11.1	9125
CALVERT	K-6	295	24.6	97.0	11.0	1.0	8.6	13.5	8.3	6.5	12.0	9963
CECIL MANOR	K-5	408	26.3	96.2	14.5	1.0	8.2	6.0	6.5	2.5	11.4	10344
CECILTON	K-6	379	25.3	96.1	14.0	1.0	10.4	10.0	13.3	20.4	11.2	7739
CHARLESTOWN	K-5	180	24.0	95.0	6.5	1.0	4.5	15.0	20.0	18.0	11.0	8949
CHESAPEAKE CITY	K-6	484	26.2	96.5	17.5	1.0	8.3	9.0	16.2	17.6	11.0	8763
CONOWINGO	K-6	384	25.6	95.4	14.0	1.0	12.2	7.0	20.0	12.9	11.1	8912
ELKTON	K-5	274	21.1	94.0	12.0	1.0	4.5	9.5	7.7	20.5	10.6	8702
GILPIN MANOR	K-5	419	22.1	94.8	18.0	1.0	7.8	15.5	10.5	3.7	11.4	10134
HOLLY HALL	K-5	384	24.0	94.1	15.0	1.0	8.8	26.0	12.5	11.4	10.7	8959
KENMORE	K-5	266	24.2	95.4	10.0	1.0	9.7	17.5	36.4	7.8	11.2	9999
LEEDS	K-5	298	22.9	97.2	12.0	1.0	4.3	9.0	7.7	9.5	11.1	9765
NORTH EAST	K-3	609	25.4	94.8	23.0	1.0	7.0	12.0	4.2	11.3	11.0	8989
PERRYVILLE	K-6	728	24.3	95.5	28.0	2.0	8.6	14.5	20.0	12.1	11.7	9136
RISING SUN	K-6	575	25.0	96.0	22.0	1.0	12.7	23.0	13.0	6.4	11.9	9631
CHERRY HILL MIDDLE	6-8	548	20.3	95.0	25.0	2.0	7.7	14.3	33.3	6.6	11.2	10000
ELKTON MIDDLE	6 8	600	21.4	92.6	26.0	2.0	9.4	10.0	28.6	9.6	11.0	9425.

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‡ SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES‡

CECIL COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
BAINBRIDGE	3	104.9	3.56	3.85	-.29	3.69	3.93	-.24	4.00	4.31	-.31	3.72	3.90	-.18
	5	104.4	5.19	5.51	-.32	5.57	5.54	+.03	5.30	5.77	-.47	5.81	5.74	+.07
BAY VIEW	3	99.7	3.51	3.52	-.01	3.64	3.58	+.06	3.84	3.96	-.12	3.52	3.59	-.07
	5	97.2	4.76	4.87	-.11	4.98	4.93	+.05	4.82	5.17	-.35	5.16	5.16	+.00
CALVERT	3	109.8	4.12	4.17	-.05	4.17	4.26	-.09	4.48	4.63	-.15	4.17	4.18	-.01
	5	102.0	4.88	5.30	-.42	5.21	5.33	-.12	5.29	5.57	-.28	5.75	5.54	+.21
CECIL MANOR	3	109.8	4.03	4.17	-.14	4.49	4.26	+.23	4.49	4.63	-.14	4.24	4.18	+.06
	5	108.0	5.65	5.83	-.18	5.74	5.84	-.10	6.10	6.07	+.03	6.13	6.02	+.11
CECILTON	3	101.7	3.22	3.64	-.42	3.49	3.71	-.22	3.69	4.10	-.41	3.67	3.71	-.04
	5	101.3	4.87	5.23	-.36	4.92	5.27	-.35	5.07	5.51	-.44	5.39	5.49	-.10
CHARLESTOWN	3	103.7	3.54	3.77	-.23	3.72	3.85	-.13	4.16	4.23	-.07	3.86	3.83	+.03
	5	100.6	4.68	5.17	-.49	5.17	5.22	-.05	5.29	5.45	-.16	5.58	5.43	+.15
CHESAPEAKE CITY	3	99.0	3.40	3.47	-.07	3.45	3.53	-.08	3.57	3.92	-.35	3.44	3.55	-.11
	5	101.6	5.02	5.26	-.24	5.11	5.30	-.19	5.38	5.54	-.16	5.50	5.51	-.01
CONOWINGO	3	105.3	3.46	3.88	-.42	3.60	3.95	-.35	3.60	4.33	-.73 *	3.61	3.92	-.31
	5	98.7	4.90	5.01	-.11	4.91	5.06	-.15	5.14	5.30	-.16	5.34	5.28	+.06
ELKTON	3	94.5	3.80	3.18	+.62 *	3.66	3.23	+.43	3.82	3.62	+.20	3.59	3.29	+.30
	5	95.8	5.18	4.75	+.43	5.37	4.81	+.56	5.10	5.05	+.05	5.17	5.05	+.12
GILPIN MANOR	3	103.2	3.33	3.74	-.41	3.54	3.81	-.27	3.69	4.19	-.50	3.76	3.80	-.04
	5	97.6	4.67	4.91	-.24	4.79	4.96	-.17	4.64	5.20	-.56	5.01	5.19	-.18
HOLLY HALL	3	96.4	3.24	3.30	-.06	3.26	3.36	-.10	3.40	3.74	-.34	3.55	3.40	+.15
	5	102.4	4.71	5.33	-.62	4.94	5.37	-.43	5.06	5.60	-.54	5.19	5.58	-.39
KENMORE	3	100.9	3.85	3.59	+.26	3.80	3.66	+.14	3.84	4.04	-.20	3.80	3.66	+.14
	5	105.9	5.67	5.64	+.03	5.82	5.66	+.16	5.39	5.90	-.51	6.08	5.85	+.23
LEEDS	3	101.3	3.46	3.62	-.16	3.68	3.69	-.01	3.84	4.07	-.23	3.60	3.69	-.09
	5	100.9	4.92	5.20	-.28	5.29	5.24	+.05	5.01	5.48	-.47	5.34	5.46	-.12
NORTH EAST	3	98.8	3.31	3.46	-.15	3.63	3.52	+.11	3.71	3.90	-.19	3.66	3.54	+.12
	5	101.8	5.12	5.28	-.16	5.25	5.32	-.07	5.31	5.55	-.24	5.72	5.53	+.19
PERRYVILLE	3	103.3	3.68	3.75	-.07	3.89	3.82	+.07	4.34	4.20	+.14	4.12	3.80	+.32
	5	104.5	5.20	5.52	-.32	5.33	5.55	-.22	5.37	5.78	-.41	5.87	5.74	+.13
RISING SUN	3	102.6	3.83	3.70	+.13	3.82	3.77	+.05	4.28	4.15	+.13	3.82	3.76	+.06
	5	105.3	5.87	5.59	+.28	5.88	5.61	+.27	5.95	5.85	+.10	6.28	5.81	+.47
CHERRY HILL MIDDLE	7	103.1	7.20	7.07	+.13	7.28	7.07	+.21	7.04	7.16	-.12	7.37	7.32	+.05
ELKTON MIDDLE	7	98.8	6.44	6.60	-.16	6.51	6.64	-.13	6.47	6.75	-.28	6.90	6.88	+.02

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‡ SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

CECIL COUNTY (NORTHEAST MIDDLE - RISING SUN JR SR HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
NORTH EAST MIDDLE	6-8	723	21.9	92.0	31.0	2.0	6.6	16.3	33.3	12.1	11.0	9084
BOHEMIA MANOR JR SR	7-12	805	22.4	90.3	34.0	2.0	4.7	10.0	11.1	19.0	11.1	8283
ELKTON SR HIGH	9-12	1,281	21.7	89.7	56.0	3.0	8.7	10.0	27.1	9.7	11.1	9643
NORTH EAST SR	9-12	774	21.5	90.9	34.0	2.0	9.3	13.5	30.5	13.2	11.0	9020
PERRYVILLE JR SR HIGH	7-12	816	22.1	91.3	35.0	2.0	8.9	15.0	27.0	14.1	12.0	8329
RISING SUN JR SR HIGH	7-12	1,155	23.6	92.9	47.0	2.0	11.8	20.0	20.4	9.0	11.7	9516

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

CECIL COUNTY (NORTHEAST MIDDLE - RISING SUN SR JR HIGH)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES‡

CECIL COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
NORTH EAST MIDDLE	7	100.2	6.54	6.76	-.22	6.83	6.78	+.05	6.70	6.88	-.18	6.94	7.02	-.08
BOHEMIA MANOR JR SR	7	99.8	6.79	6.71	+.08	6.94	6.74	+.20	6.62	6.85	-.23	6.95	6.98	-.03
	9	103.5	8.51	8.68	-.17	8.58	8.62	-.04	8.25	8.61	-.36	9.02	8.75	+.27
ELKTON SR HIGH	9	102.7	8.52	8.58	-.06	8.54	8.52	+.02	8.62	8.53	+.09	8.84	8.66	+.18
NORTH EAST JR SR	9	101.2	8.53	8.41	+.12	8.54	8.35	+.19	8.02	8.38	-.36	8.49	8.50	-.01
PERRYVILLE JR SR HI	7	99.8	6.32	6.71	-.30	6.64	6.74	-.10	6.78	6.85	-.07	7.04	6.98	+.06
	9	99.8	6.50	8.25	+.25	8.57	8.19	+.38	8.60	8.24	+.36	8.45	8.35	+.10
RISING SUN JR SR HI	7	101.5	7.10	6.90	+.20	7.14	6.91	+.23	7.19	7.01	+.18	7.73	7.16	+.57
	9	102.6	8.64	8.57	+.07	8.87	8.51	+.36	8.61	8.52	+.09	8.92	8.65	+.27

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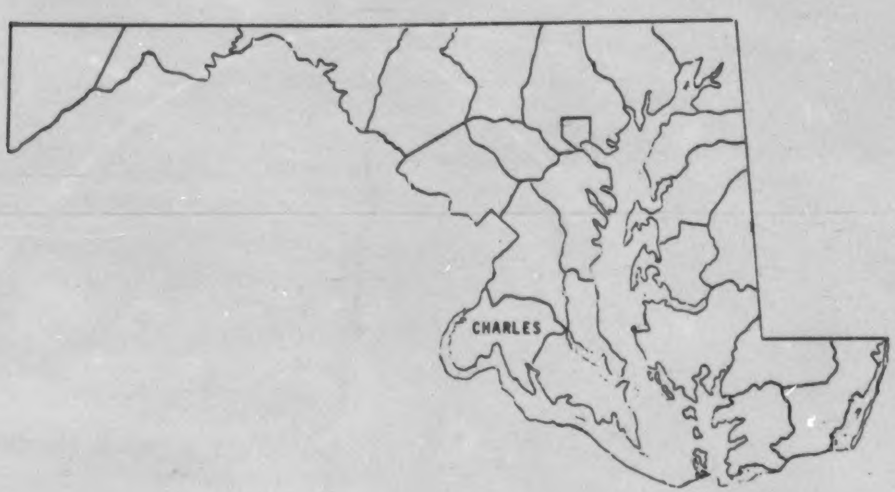
‡ SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

LOCAL SCHOOL SYSTEM LEVEL --ACCOUNTABILITY ASSESSMENT INFORMATION

4.2.9 Charles County



A. Present Status of the Accountability Program

The present status of the Charles County School System Accountability Program has not deviated to any significant degree from what was reported to the Maryland State Department of Education (MSDE) in the Maryland Accountability Program Report, 1973-74. County educators feel that they are making progress in the implementation of their five-year master plan which includes the development of product objectives (pupil performance related to the state accountability program as well as to the local county assessed needs), and process objectives (which include those areas concerned with the management of the school system).

Many of the schools in Charles County have exhibited exemplary procedure in the objective setting activity. Their method for establishing these objectives is outlined below:

- Principal maintains year-round biographical record of assessed needs;
- Principal reviews his or her analyzed detailed item analysis printouts;

- Principal studies all input and involves all appropriate personnel in developing school objectives;
- Objectives are checked to verify that they complement state and county goals;
- Both the principal's analysis and test results analysis are disseminated to school faculty for the development of school objectives;
- At any time during this process, representatives from the Office of Evaluation and Research, supervisory specialists, or other supportive personnel may be called upon for their services; and
- The completed activity is then submitted for review.

B. Local Assessment Activities

The Charles County school system maintains a supplemental testing program. Aside from the Maryland Accountability Program (MAP) norm-referenced and criterion-referenced measurements, the Metropolitan Achievement Test (MAT) and the Otis-Lennen Mental Abilities Test (OLMA) are administered to all those grades not affected by MAP testing; thus, Charles County's supplemental testing program includes Grades 1, 2, 4, 6, 8, and 10.

In addition to what was indicated in the 1974 MAP Report, a program of criterion-referenced testing has been embarked upon at all levels in the school system, specifically in the areas of reading and mathematics. At this time there is not complete coverage in all schools, but it is hoped that such a goal can be reached within the next two years. Charles County has a computerized criterion-referenced testing program and allows pre- and post-testing in an attempt to determine pupil achievement relative to reaching specific objectives in reading and mathematics. The objectives sought are closely integrated with state and local objectives in those subject areas. In addition, each student is provided with a prescriptive printout of his or her strengths and weaknesses in the subject areas mentioned. At the ninth grade level in county high schools, use of such a program is anticipated to identify the marked deficiencies of students, as mandated by the recently adopted state high school graduation requirements.

At the school level, staff from each school are doing a thorough analysis of test results, both for the state accountability testing program and the local testing program. An item analysis has been provided each school, and such an analysis has enabled teachers and administrators to identify specific strengths and weaknesses in the basic skills as measured by standardized tests.

C. Comments on Accountability Assessment Results

The downward trends of standardized test scores in the middle and high school years as evidenced in the analysis of both ITBS and the MAT results is still a source of concern. Each subject area specialist has been asked to make a careful analysis of his or her area to see if the cause(s) of this phenomenon can be determined. Subtest results in English and language arts seem to hold the key to satisfactory results in other areas of the testing program and are, therefore, receiving considerable attention.

D. Program Modification Activities

It is anticipated that each school will continue to modify its program, its instructional techniques and approaches, and its utilization of both material and human resources to reflect a focus on those areas of weakness as identified by analysis of test results, biographical data, and other forms of needs assessment. At the elementary school level, a uniform approach to the teaching of reading through a program of inservice training for all elementary teachers and administrators has been initiated. The basis of the program is the learning experience approach to teaching reading. Such an approach is an effort to provide consistency in the overall philosophy about teaching reading and to improve teaching skills. A comprehensive reading program involving the use of consultant help during the next three years is anticipated. This program has already been initiated this year using the services of a noted specialist in reading skills who has provided reading inservice training, and consultative services to teachers and administrators at all levels.

Since the major focus of objectives is on the areas of language arts, reading, and mathematics, a significant effort has been made to provide staffing to lower the pupil-teacher ratio in these designated subject areas. At the high school and middle school levels, the county has attempted to provide a better staffing ratio for language skills and mathematics. This has been done through realignment of teaching personnel currently on board and the addition, where possible, of new staff members. In most instances, the provision of additional help has exceeded the staffing formula.

As a result of standardized test scores, a countywide survey requesting recommendations for the modification of science and social studies curricula in Grades 5-10 was initiated. While the county's survey was completed during the 1974 school year, findings of the tri-county social studies committee are being awaited before proceeding further.

As indicated in the Five-Year Plan, Charles County is on schedule relative to the planning and implementation of a program for the talented and gifted. Efforts in this area have been the result of test data input as well as community interest.

During the 1974 school year, the school system accumulated data which indicated that a proliferation of educational programs existed in the schools; further, the absence of a formal system for identifying and monitoring these and other new programs resulted in instructional gaps as well as overlapping efforts. As a result, a committee was formed to develop a system entitled "Educational Program Control" (EPC). The purpose of this effort is designed to maintain greater effectiveness in both the instructional and evaluative processes. This managerial effort has been planned and implemented as scheduled in the body of the Master Five-Year Plan.

E. Unmet Needs for Resources to Permit Improvement of Programs and Services

Charles County schools requested an annual budget of $3 million for Fiscal Year 1975-76, which represented a carefully considered and frugal estimate of needs. The schools received a $20.8 million funding, representing a $2.2 million cut. As a result, the only curriculum program improvement occurs in special education. Funds are not forthcoming for the reduction of class size through the employment of additional teachers. Similarly, no special funding has been made available for a program for the talented and gifted. Schools have been forced to defer some curriculum programs due to the lack of funds to cover rising costs of energy and other noninstructional needs. For this coming year, however, Charles County will supplement the funding of early childhood education because of the discontinuation of Federal funds. In summary, compared with intended and requested improvements that were not funded, the school system will be operating a minimal program.

In its 1975 accountability report to MSDE, the Charles County school system indicated its pupil population growth rate, and the strains on local government resources resulting from that growth. There is also a very strong feeling both within and outside schools that the levels of government, whether state or Federal, should assume greater responsibility that would provide the resources needed to carry out the improvement of programs and the initiation of new programs necessitated by governmental mandates. It is not, however, the concept or intent of Charles County that such external resources support represents a substitution for local government resource allocation efforts. The 1975 budget and resources request made by the Charles County school system would certainly serve as evidence of a desire to obtain such resources.

CHARLES COUNTY

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
56,159	12,452	14.4

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.0	12.0

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1974)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
16,820	$11,418	$19,982	8.4	17.9

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
19.5%	20.2	93.3%

C. FINANCIAL CHARACTERISTICS (FOR 1973-1974 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$1,032.36	$714.84	69.2%	$34.24

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
3.3%	$12.01	1.2%

* SEE CHAPTER 3, PAGES 60-65, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

CHARLES COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE‡

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	1313	96.19	16	96.7	15.39	3.31	1.14
	5	1401	97.79	16	99.4	16.43	4.88	1.67
	7	1383	98.48	5	96.8	16.36	6.32	1.90
	9	1259	93.09	3	97.6	16.34	7.82	2.10
(2) READING COMPRE-HENSION	3	1313	97.64	16	96.7	15.39	3.40	1.19
	5	1401	98.22	16	99.4	16.43	4.98	1.56
	7	1383	98.05	5	96.8	16.36	6.60	1.66
	9	1259	94.20	3	97.6	16.34	7.99	1.86
(3) SPELLING	3	1313	96.19	16	96.7	15.39	3.87	1.41
	5	1401	98.00	16	99.4	16.43	5.20	1.87
	7	1383	98.48	5	96.8	16.36	6.53	2.07
	9	1259	94.20	3	97.6	16.34	7.96	2.36
(4) CAPITAL-IZATION	3	1313	96.88	16	96.7	15.39	3.71	1.32
	5	1401	98.07	16	99.4	16.43	5.44	1.70
	7	1383	98.34	5	96.8	16.36	6.57	2.03
	9	1259	94.20	3	97.6	16.34	8.12	2.30
(5) PUNCTUATION	3	1313	96.88	16	96.7	15.39	3.83	1.42
	5	1401	98.07	16	99.4	16.43	5.41	1.65
	7	1383	98.34	5	96.8	16.36	6.42	2.05
	9	1259	94.28	3	97.6	16.34	7.94	2.28

‡ SEE CHAPTER 3, PAGES 66-67, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE# (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	1313	97.79	16	96.7	15.39	3.47	1.34
	5	1401	98.50	16	99.4	16.43	5.14	1.79
	7	1383	98.55	5	96.8	16.36	6.52	2.11
	9	1259	94.12	3	97.6	16.34	7.82	2.23
(7) LANGUAGE TOTAL	3	1313	98.25	16	96.7	15.39	3.72	1.24
	5	1401	98.50	16	99.4	16.43	5.31	1.56
	7	1383	98.92	5	96.8	16.36	6.53	1.81
	9	1259	94.36	3	97.6	16.34	7.98	2.05
(8) MATHEMATICAL CONCEPTS	3	1313	97.79	16	96.7	15.39	3.45	1.05
	5	1401	98.36	16	99.4	16.43	5.24	1.42
	7	1383	98.34	5	96.8	16.36	6.75	1.60
	9	1259	93.65	3	97.6	16.34	8.12	1.89
(9) MATHEMATICAL PROBLEMS	3	1313	93.60	16	96.7	15.39	3.45	1.11
	5	1401	98.43	16	99.4	16.43	5.10	1.35
	7	1383	98.41	5	96.8	16.36	6.49	1.65
	9	1259	93.65	3	97.6	16.34	7.93	1.89
(10) MATHEMATICAL TOTAL	3	1313	93.68	16	96.7	15.39	3.46	1.02
	5	1401	98.43	16	99.4	16.43	5.19	1.29
	7	1383	98.63	5	96.8	16.36	6.68	1.48
	9	1259	93.65	3	97.6	16.34	8.02	1.78

SEE CHAPTER 3, PAGES 68-69, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES*

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975
NONVERBAL ABILITY	3	96.7	96.7
	5	97.7	99.4
	7	97.1	96.8
	9	97.8	97.6
VOCABULARY	3	3.22	3.31
	5	4.85	4.88
	7	6.37	6.32
	9	7.75	7.82
READING COMPREHENSION	3	3.34	3.40
	5	4.96	4.98
	7	6.64	6.60
	9	7.87	7.99
LANGUAGE TOTAL	3	3.71	3.72
	5	5.20	5.31
	7	6.56	6.53
	9	7.77	7.98
MATHEMATICAL TOTAL	3	3.45	3.46
	5	5.21	5.19
	7	6.70	6.68
	9	8.01	8.02

* SEE CHAPTER 3, PAGES 70-71, FOR DEFINITION OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD ALSO BE NOTED THAT THE SCORES REPORTED FOR YEAR I AND YEAR II ARE FROM DIFFERENT STUDENT POPULATIONS.

CHARLES COUNTY (ARTHUR MIDDLETON - GENERAL SMALLWOOD)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

CHARLES 1

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
ARTHUR MIDDLETON	K-5	629	21.7	96.7	28.0	1.0	7.5	13.0	17.2	3.3	12.1	11,814
DR GUSTAVUS BROWN	K-5	577	20.6	95.4	27.0	1.0	6.6	13.0	17.9	3.4	12.1	11,794
DR SAMUEL A MUDD	K-5	471	15.7	96.4	29.0	1.0	7.6	17.0	30.0	3.3	12.1	11,814
GALE-BAILEY	K-5	475	20.7	96.1	22.0	1.0	9.4	24.0	17.4	15.5	10.6	8396
GLASVA	P-5	213	14.2	96.1	14.0	1.0	11.4	19.0	26.7	33.8	9.6	7043
INDIAN HEAD	K-5	633	19.2	96.6	31.0	2.0	11.3	26.8	18.2	6.7	12.0	10,301
J P RYON	K-5	585	20.2	94.6	28.0	1.0	7.3	19.0	24.1	3.4	12.1	11,439
JAMES CRAIK	K-5	576	21.3	95.4	26.0	1.0	7.4	9.0	7.4	12.3	12.1	11,562
MALCOLM	P-5	548	21.1	95.7	25.0	1.0	6.3	14.5	15.4	19.9	11.9	9879
MOUNT HOPE	P-5	312	24.0	95.0	12.0	1.0	7.4	18.0	7.7	14.1	10.0	8435
NANJEMOY	1-5	158	17.5	96.3	8.0	1.0	3.4	39.0	11.1	16.7	10.0	8435
PARKS J C	K-5	636	19.3	94.9	32.0	1.0	9.2	16.0	15.1	7.7	12.0	10,631
PORT TOBACCO	P-5	336	16.3	95.9	19.7	1.0	7.0	17.5	14.5	10.3	12.1	10,855
T C MARTIN	P-5	607	20.0	93.7	29.3	1.0	12.7	11.0	16.5	25.1	11.5	9609
WALTER J MITCHELL	K-5	937	40.7	95.2	22.0	1.0	13.8	22.0	8.7	16.8	12.1	10,849
WAYSIDE	P-5	342	19.0	95.0	17.0	1.0	7.7	6.0	11.1	16.8	10.3	8061
BEL ALTON MIDDLE	6-8	485	17.3	94.1	26.0	2.0	5.4	17.0	32.1	26.5	10.5	8301
GENERAL SMALLWOOD	6-8	706	19.1	92.4	35.0	2.0	8.0	11.0	24.3	11.0	11.4	9543

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

CHARLES COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
ARTHUR MIDDLETON	3	99.9	3.49	3.53	-.04	3.49	3.59	-.10	3.93	3.98	-.05	3.67	3.61	+.06
	5	101.7	5.13	5.27	-.14	5.21	5.31	-.10	5.64	5.55	+.09	5.35	5.52	-.17
DR GUSTAVUS BROWN	3	96.1	3.48	3.28	+.20	3.52	3.34	+.18	3.82	3.72	+.10	3.46	3.39	+.07
	5	103.3	5.29	5.41	-.12	5.22	5.44	-.22	5.39	5.68	-.29	5.28	5.65	-.37
DR SAMUEL A MUDD	3	99.7	3.59	3.52	+.07	3.74	3.58	+.16	4.16	3.96	+.20	4.01	3.59	+.42
	5	106.0	5.59	5.65	-.06	5.55	5.67	-.12	5.95	5.91	+.04	5.49	5.86	-.37
GALE-BAILEY	3	97.0	2.80	3.34	-.54	3.09	3.40	-.31	3.37	3.78	-.41	3.08	3.44	-.36
	5	99.1	4.50	5.04	-.54	4.81	5.09	-.28	4.87	5.33	-.46	4.97	5.31	-.34
GLASVA	3	90.0	2.67	2.89	-.22	2.65	2.93	-.28	3.08	3.32	-.24	2.82	3.03	-.21
	5	92.2	3.70	4.43	-.73	4.02	4.51	-.49	4.86	4.75	+.11	4.41	4.76	-.35
INDIAN HEAD	3	93.8	3.35	3.14	+.21	3.47	3.18	+.29	3.63	3.57	+.06	3.46	3.25	+.21
	5	100.3	5.00	5.15	-.15	5.22	5.19	+.03	5.43	5.43	+.00	5.38	5.41	-.03
J P RYON	3	98.1	3.25	3.41	-.16	3.45	3.47	-.02	3.74	3.86	-.12	3.48	3.50	-.02
	5	103.0	5.10	5.39	-.29	5.27	5.42	-.15	5.71	5.65	+.06	5.29	5.62	-.33
JAMES CRAIK	3	99.4	3.58	3.50	+.08	3.76	3.56	+.20	3.98	3.94	+.04	3.78	3.58	+.20
	5	104.1	5.14	5.48	-.34	5.14	5.51	-.37	5.29	5.75	-.46	5.40	5.71	-.31
MALCOLM	3	96.6	3.18	3.32	-.14	3.38	3.37	+.01	3.60	3.76	-.16	3.28	3.41	-.13
	5	94.0	4.50	4.59	-.09	4.75	4.66	+.09	4.88	4.90	-.02	4.77	4.91	-.14
MOUNT HOPE ELEM	3	93.9	2.60	3.14	-.54	2.72	3.19	-.47	3.15	3.58	-.43	3.09	3.26	-.17
	5	90.6	4.12	4.29	-.17	3.96	4.37	-.41	4.43	4.62	-.19	4.42	4.64	-.22
NANJEMOY	3	91.6	2.54	2.99	-.45	2.95	3.03	-.08	2.85	3.42	-.57	3.07	3.13	-.06
	5	99.2	4.47	5.05	-.58	4.67	5.10	-.43	4.99	5.34	-.35	5.01	5.32	-.31
PARKS J C INTERM	3	97.9	3.45	3.40	+.05	3.58	3.46	+.12	3.94	3.84	+.10	3.58	3.49	+.09
	5	97.6	5.00	4.91	+.09	4.98	4.96	+.02	5.35	5.20	+.15	5.06	5.19	-.13
PORT TOBACCO	3	101.3	4.27	3.62	+.65 *	3.72	3.69	+.03	4.40	4.07	+.33	3.90	3.69	+.21
	5	101.2	5.07	5.23	-.16	5.02	5.27	-.25	6.00	5.50	+.50	5.52	5.48	+.04
T C MARTIN	3	90.9	2.92	2.95	-.03	2.90	2.99	-.09	3.38	3.36	+.00	3.08	3.08	+.00
	5	94.2	4.29	4.61	-.32	4.71	4.67	+.04	5.15	4.92	+.23	4.96	4.92	+.04
WALTER J MITCHELL	3	99.3	3.62	3.49	+.13	3.71	3.55	+.16	3.93	3.94	-.01	3.76	3.57	+.19
	5	100.7	5.11	5.18	-.07	5.14	5.22	-.08	5.40	5.46	-.06	5.55	5.44	+.11
WAYSIDE	3	87.5	2.37	2.73	-.36	2.61	2.76	-.15	2.82	3.15	-.33	2.71	2.89	-.18
	5	89.2	4.02	4.17	-.15	4.15	4.25	-.10	4.25	4.50	-.25	4.59	4.52	+.07
BEL ALTON MIDDLE	7	89.6	5.53	5.60	-.07	5.95	5.71	+.24	5.80	5.87	-.07	6.26	5.94	+.32
GENERAL SMALLWOOD	7	94.0	5.84	6.08	-.24	6.19	6.16	+.03	6.02	6.29	-.27	6.36	6.39	-.03

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* SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

CHARLES COUNTY (JOHN HANSON MIDDLE - THOMAS STONE)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

CHARLES 2

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO. TEACHER (5)	TOTAL NO. ADMIN. (6)	AVERAGE YEARS EXPERIENCE TEACHER (7)	AVERAGE YEARS EXPERIENCE ADMIN. (8)	PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN PERCENT DISADVANTAGED (10)	SCHOOL AGE CHILDREN MEDIAN EDUCATION OF MOTHER (11)	SCHOOL AGE CHILDREN MEDIAN FAMILY INCOME ($) (12)
JOHN HANSON MIDDLE	6-8	1,428	21.0	94.3	65.0	3.0	5.5	18.2	22.1	15.2	12.1	11,083
MATTHEW HENSON	6-8	700	21.2	94.6	31.0	2.0	9.3	18.8	15.1	10.1	11.9	10,365
MILTON M SOMERS MIDDLE	6-8	927	21.1	94.9	42.0	2.0	9.5	24.7	20.5	10.5	12.2	11,477
LA PLATA SR HIGH	9-12	1,175	22.2	89.1	50.0	3.0	8.5	21.7	28.3	21.2	11.8	9768
LACKEY SENIOR	9-12	1,587	19.6	88.6	77.0	4.0	8.5	12.5	30.9	13.0	11.6	9870
THOMAS STONE	9-12	1,718	23.5	88.7	70.0	3.0	7.4	15.0	21.9	19.8	12.1	11,164

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‡ SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

CHARLES COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
JOHN HANSON MIDDLE	7	96.1	6.43	6.31	+.12	6.66	6.37	+.29	6.60	6.49	+.11	6.66	6.60	+.06
MATTHEW HENSON	7	97.6	6.26	6.47	-.21	6.58	6.52	+.06	6.73	6.64	+.09	6.60	6.76	-.16
MILTON M SOMERS	7	102.7	6.96	7.03	-.07	7.14	7.03	+.11	6.98	7.12	-.14	7.19	7.28	-.09
LA PLATA SM HIGH	9	98.2	7.86	8.06	-.20	7.98	8.00	-.02	7.87	8.09	-.22	8.09	8.18	-.09
LACKEY SENIOR	9	96.6	7.78	7.88	-.10	7.99	7.81	+.18	8.11	7.93	+.18	8.01	8.01	+.00
THOMAS STONE	9	97.9	7.82	8.03	-.21	7.99	7.97	+.02	7.97	8.06	-.09	7.97	8.15	-.18

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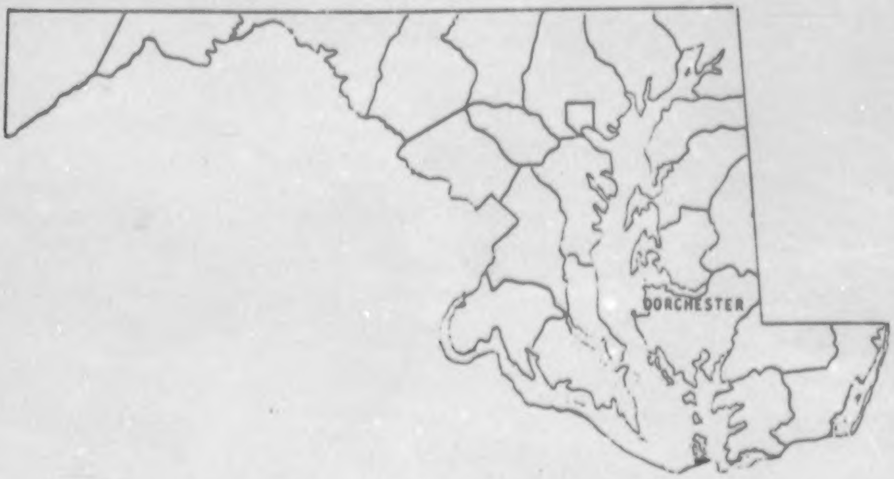
* SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

LOCAL SCHOOL SYSTEM LEVEL -- ACCOUNTABILITY ASSESSMENT INFORMATION

4.2.10 Dorchester County



Introduction

The second year of the Maryland Accountability Assessment Program has been a very important year for the Dorchester County school system. Again, the educational staff for the Dorchester County school system accepts wholeheartedly the Governor and the legislature's mandate to conduct a continuous evaluation of the students' achievement in reading, writing, and mathematics. In fact, this mandate has provided the impetus for upgrading the entire instructional program. Major accomplishments are apparent in the field of curriculum development, improved teacher techniques, improved student achievement, and improved student behavior. These changes are producing a new energy and vitality in the teaching force that should soon pay a dividend in educational accomplishment for generations of youth in Dorchester County. At this point, it is important, however, to restate a basic premise on which our intellectual accomplishment is predicated -- the basic average level of intelligence of the Dorchester County school population. Test results show children in the county to have an average Standard Age Score in the low 90's. When this all-important factor is coupled with several other socio-economic factors, Dorchester County school personnel do not have to rationalize explanations for some of the low achievement scores. Two major factors should be cited. The first is that the average educational attainment of the adults in Dorchester County is ninth grade, sixth month, with breakdowns of population groups showing even greater variance. For example, male adults have an overall achievement level of 9.2; female adults have an educational attainment of 10.1; white males, 9.7; white females, 10.6; Negro males, 7.7; and Negro females, 8.6. Population statistics indicate that 31.1 percent of the population is non-white. The other factor that contributes to the educational achievement of the students in Dorchester County is the median family income. Dorchester County has a median family income of $7,702 in contrast with an average family income for the state of $11,063. The difference in educational achievement between a county like Dorchester and Montgomery County, whose median family income is $16,170, is certainly a major factor that the Governor and legislature must take into consideration when test results are reviewed. Additional income-related problems also influence educational achievement. For example, the income for the average white family is $8,515, while non-white family income is $5,619. One thousand sixty-four families in Dorchester County have an income of less than $3,000 a year. The percentage of disadvantaged school-age children in Dorchester County is 21.4 percent in relation to the state's average of 11.24 percent. The citing of these factors should not be construed that Dorchester County feels a sense of hopelessness. On the contrary, the entire school staff is dedicated toward upgrading and improving the educational accomplishments of its student population.

A. Present Status of the Accountability Program

The Dorchester County school system has made outstanding progress during the school year 1974-75 in relation to the Maryland Accountability Assessment Program.

The establishment of system objectives and school level goals and objectives has been accomplished through the combined efforts of teachers, principals, and central office personnel under the Director of Instruction.

As a result of the very detailed and careful planning by schools and central office personnel, significant accomplishments can be highlighted:

(1) A basic reassessment of the curriculum has been an ongoing process.

(2) A cooperation between the teachers of multi-grade levels has proved to be an asset in improving the instructional process.

(3) A series of excellent inservice meetings with distinguished educators and members of the Maryland State Department of Education staff has greatly improved the reading progress in the county.

(4) A more positive attitude is now prevalent throughout the teaching cadre and the central office staff members.

(5) A more refined evaluation process is taking place in many areas of the school program -- reporting to parents at the middle grade level, observation and evaluation of teachers, and a re-evaluation of the entire testing program for Dorchester County schools.

(6) A total involvement of every teacher, principal, vice principal, and central office staff member has been effected.

(7) A greater awareness of management-by-objectives has been established in many areas where educational personnel are evaluating the accomplishment of objectives by indepth levels (activity plus persons involved plus time factor plus specific procedures plus followthrough plus impact).

(8) A basic knowledge of the direction of the Dorchester County school system has been accomplished by the central office staff, the instructional staffs of the various schools, the pupil personnel staff, Federal government supportive personnel, the maintenance and operation personnel, food service personnel, transportation personnel, and other auxiliary personnel.

(9) A stronger public relations program has evolved to acquaint the general public and the student population with the direction of the school system's goals and objectives.

(10) Every school in Dorchester County has established a set of goals for reading, writing, and mathematics. These were developed with the assistance of the supervisors of elementary, middle and secondary schools. Once the schools had established their own goals, either the principals of all elementary

schools, or vertical committees composed of representatives from all areas of the middle and secondary schools met to establish a basic set of acceptable school goals for countywide approval and implementation.

(11) Once school level accountability goals for reading, writing, and mathematics were established on a countywide basis, individual schools evaluated their accomplishments in light of these goals.

B. Local Assessment Activities

Several major activities have occurred at the local level in connection with the state accountability program. The first of these was the establishment of systemwide objectives for 1976. These objectives are as follows:

(1) Provide effective and efficient implementation of the educational programs for youth and adults.

(2) Provide a program of reading experiences that allows each child the opportunity to achieve according to his ability and background of experiences.

(3) Provide a program of mathematical experiences that allows each child the opportunity to achieve according to his ability and background of experiences.

(4) Provide a program of written communication that allows each child the opportunity to achieve a level of literacy, fluency, or proficiency according to his ability and background of experiences.

(5) Provide a reinforcing and positive educational environment that is implemented on the integration of procedures and techniques of individualization, small group activity, interpersonal regard and creativity for each child.

(6) Provide models for the activities that assist each child in building a system of values that promotes worthy citizenship, effective human relations, and an appreciation of the resources and cultures of his or her environment.

(7) Provide each child with scientific stimuli that will increase his awareness, allow him to conjecture, establish experimental procedures and draw conclusions.

(8) Develop a student-oriented program of physical health and mental development based on the developmental tasks by each student at the appropriate grade level and also one that gives understanding of an individual's relation to critical social and health issues.

(9) Provide a program of arts and humanities that permits each student to appreciate his culture and to contribute to civilization.

(10) Provide a sequential program of awareness, understanding and exploration of career opportunities at every level and in every area of school activity.

(11) Provide skills that will allow students job-entry levels into the community's occupations.

(12) Provide continuous activities and experiences that allow each student to develop an environmental appreciation awareness, and to practice skills of preservation, management, and protection.

(13) Provide enrichment -- artistic, literary, scientific, musical, physical, emotional, intellectual, and mathematical -- so that no child with special gifts is denied avenues of pursuit.

(14) Develop a comprehensive screening and referral program to assist individual students in finding programs and activities that are suitable to their needs and interests.

(15) Provide transportation that, by its auxiliary nature, reinforces the development of the individual child.

(16) Provide operational and maintenance personnel and programs to the schools that are so integrally related that they are a real professional adjunct to the instructional process.

(17) Provide a food service program that gives each individual child the opportunity to receive one-third of his daily nutritional needs.

Principals and central staff members have met and each principal was designated as the leader of his school to organize his staff -- instructional, custodial, food service, secretarial, and Federal supportive personnel -- into committees charged with the planning of strategies to implement these objectives that complement the Maryland Assessment Program, and the devising of specific procedures for evaluating the accomplishment of these objectives.

School personnel, central office personnel, and consultants from the Maryland State Department of Education (MSDE) have met and evaluated Dorchester County's entire testing program. This was done in order to ensure a comprehensive yet functional total evaluation test program. An effort was made to eliminate duplication.

The purposes of the various assessment instruments are as follows:

(1) To make an early identification of anticipated students who display learning difficulties;

(2) To assess the students' achievement and intellectual capacities at certain levels;

(3) To assess the adjustments and emotional maturity of students;

(4) To provide pre- and post-test information needed to meet Federal and state requirements;

(5) To give overall guidance to facilitate the curriculum and instructional program to meet individual students' needs; and

(6) To meet specialized needs -- college placement and job-entry levels into the community's occupations.

There are no schools that are not covered by state assessment instruments in Dorchester County.

C. Comments on the State Accountability Assessment Results

Dorchester County school personnel were encouraged with the results of the accountability test program in Grades 3 and 5, with an average difference in grade equivalent of .28 from the testing in 1973-74 (Grade 3); and an average difference of .31 (Grade 5). Dorchester County's third grade students had an average grade equivalent for the 1974-75 vocabulary, reading, language, and mathematics tests of 3.57; fifth grade students had an average grade equivalent of 5.10. As evidenced by these two grade scores, Dorchester County students for third and fifth grades are operating at their chronological grade levels.

While Dorchester County's seventh and ninth grade students still continue to operate below grade level, there were some minor gains, especially in Grade 7, where the average grade equivalent was increased by .08. It is further hoped that, as the present lower grades move into the seventh and ninth grades, their grade equivalents can be maintained to correspond to their chronological grade equivalents. Comparison of test results is shown below.

DORCHESTER COUNTY

IOWA TESTS OF BASIC SKILLS DATA FOR 1974-75 SCHOOL YEAR

Scores Reported
In Grade Equivalents

	VOCABULARY			READING			LANGUAGE			MATHEMATICS		
	1973-74	1974-75	Diff.	1973-74	1974-75	Diff.	1973-74	1974-75	Diff.	1973-74	1974-75	Diff.
Grade 3	3.04	3.34	+ .30	3.14	3.45	+ .31	3.76	4.10	+ .34	3.24	3.40	+ .16
Grade 5	4.61	4.97	+ .36	4.76	4.92	+ .16	5.00	5.46	+ .46	4.80	5.05	+ .25
Grade 7	5.98	6.15	+ .17	6.25	6.29	+ .04	6.37	6.47	+ .10	6.49	6.50	+ .01
Grade 9	7.48	7.50	+ .02	7.77	7.66	- .11	7.84	7.49	- .35	7.89	7.78	- .11

D. Program Modification Activities

There have been many major activities initiated to modify the program in order to achieve a higher level of accomplishment not only in the designated areas of reading, writing, and mathematics but also in other areas of the curriculum. These activities are:

- The supervisors have held a series of workshops designed to improve the quality of reading instruction in content areas and to achieve Goal #4, the Functional Reading Goal, as outlined by the Maryland State Department of Education.
- Three Vertical Curriculum Committees met regularly and developed curriculum modifications that were adopted by the Dorchester County Board of Education. These modifications give more relevancy and flexibility to the existing curriculum.

- A state consultant in mathematics held a metric workshop for selected school representatives who, in turn, are providing inservice training to the individual school faculties.

- A behavior modification workshop was held for selected personnel by members of the speech-hearing staff for Dorchester County. The workshop was designed to assist personnel in establishing strategies to achieve goals that could be evaluated.

- Three major workshops were held in Dorchester County during the summer to modify various activities as they relate to the assessment program. Topics covered were: reading in the content areas, the Continuum Program, and selection of ethnic and cultural minority materials.

- One of the most effective inservice programs was an evening session during which the teachers of Dorchester County shared experiences and activities and discussed modifications of existing procedures and techniques.

- A science consultant developed program modification activities in the area of science for primary grades. This was done with the assistance of teaching personnel.

- Many schools implemented social studies programs related to the Bicentennial marked by students' participation in community activities.

E. Unmet Needs for Resources to Permit Improvement of Programs and Services

Two major problems continue to plague the Dorchester County school system, and these two problems are not unique to Dorchester County. They are the problems of anti-social behavior and poor attendance. Last year, a major effort was planned to implement alternate programs dealing with those students who exhibited poor adjustment to the school situation but, because of the economy, these programs were not funded by the local government. The problem of anti-social behavior is probably the greatest single factor causing lack of potential achievement by Dorchester County school students. It must be said, however, that a dedicated and concerted effort is definitely being made by every instructional person and by every school in the system. Discipline committees have been established in every school, the team approach to solving behavior problems has been discussed, and an effort has been made to implement behavior modification techniques. Workshops have been held, inservice sessions have been promoted, supervisory conferences with weaker teachers have been held, and meetings with individual students and student groups have taken place in an effort to abate and discourage behavior patterns that are jeopardizing the learning accomplishments of all students. In an attempt to solve the second problem, a team of educators studied the existing attendance policy and developed a much stronger policy in reference to unlawful attendance on accomplishment. The superintendent, deeply aware of the impact of poor attendance on accomplishment, not only publicized this situation in the local media, but also informed parents through a letter sent to every parent in the county outlining the new policy and informing them of the schools' intention to rigidly enforce attendance regulations.

F. General Comments

It is important that the Maryland Accountability Program should be kept in the proper perspective. Dorchester County's school system hopes to avoid the comparison of teachers, schools, and the students themselves. If a comparison is made, only adverse results will occur.

Secondly, a proper perspective must be maintained in relation to those counties where the socio-economic factors, the level of parental educational accomplishments, and the Standard Age Scores are low. An adverse media reaction resulting from scores that are compared with those counties having high levels of educational accomplishment, high levels of family income, and high Standard Age Scores could potentially impair the public's acceptance of the schools' program and thus hurt their financial support from local government. Should this adverse publicity occur and the resulting lack of public support happen, it can only be assumed that this would again devastate the achievement and accomplishment of the local school systems. The Dorchester County Assessment Program certainly highlights the need for increased state and Federal funding of its educational program. The recent cutbacks of state revenue supporting special programs of education and special supportive programs may result in a serious impairment of the accomplishments so desired by the Government of Maryland and the Maryland Legislature.

Educational personnel throughout the Dorchester County system generally feel that the Maryland Accountability Program is successful and should be continued. Its impact is to force educators to evaluate seriously their procedures, programs, and techniques of instruction. In the harsh reality of seeing to improve the overall accomplishment of students, the real accomplishment is achieved.

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
29,502	8,991	21.4

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
9.2	10.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1974)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
6,191	$10,577	$15,638	10.9	23.4

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
15.2%	17.5	93.7%

C. FINANCIAL CHARACTERISTICS (FOR 1973-1974 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$1,093.83	$796.24	72.8%	$35.26

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
3.2%	$9.46	0.9%

* SEE CHAPTER 3, PAGES 60-65, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

DORCHESTER COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE‡

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	454	93.83	8	92.4	14.43	3.34	1.14
	5	524	93.13	8	93.5	15.90	4.97	1.65
	7	512	90.23	3	96.5	14.92	6.15	1.75
	9	523	85.85	3	96.9	17.21	7.50	1.94
(2) READING COMPRE-HENSION	3	454	93.83	8	92.4	14.43	3.45	1.14
	5	524	93.13	8	93.5	15.90	4.92	1.49
	7	512	90.23	3	96.5	14.92	6.29	1.61
	9	523	85.85	3	96.9	17.21	7.66	1.82
(3) SPELLING	3	454	93.83	8	92.4	14.43	4.14	1.34
	5	524	93.13	8	93.5	15.90	5.47	1.78
	7	512	90.23	3	96.5	14.92	6.51	2.06
	9	523	85.85	3	96.9	17.21	7.57	2.36
(4) CAPITAL-IZATION	3	454	93.83	8	92.4	14.43	4.24	1.33
	5	524	93.13	8	93.5	15.90	5.75	1.76
	7	512	90.23	3	96.5	14.92	6.59	2.01
	9	523	85.85	3	96.9	17.21	7.69	2.25
(5) PUNCTUATION	3	454	93.83	8	92.4	14.43	4.37	1.47
	5	524	93.13	8	93.5	15.90	5.54	1.70
	7	512	90.23	3	96.5	14.92	6.49	1.95
	9	523	85.85	3	96.9	17.21	7.35	2.24

‡ SEE CHAPTER 3, PAGES 66-67, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE* (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	454	93.83	8	92.4	14.43	3.65	1.32
	5	524	93.13	8	93.5	15.90	5.09	1.77
	7	512	90.23	3	96.5	14.92	6.29	1.94
	9	523	85.85	3	96.9	17.21	7.37	2.10
(7) LANGUAGE TOTAL	3	454	93.83	8	92.4	14.43	4.10	1.21
	5	524	93.13	8	93.5	15.90	5.46	1.53
	7	512	90.23	3	96.5	14.92	6.47	1.74
	9	523	85.85	3	96.9	17.21	7.49	1.92
(8) MATHEMATICAL CONCEPTS	3	454	93.83	8	92.4	14.43	3.40	.93
	5	524	93.13	8	93.5	15.90	4.87	1.23
	7	512	90.23	3	96.5	14.92	6.48	1.40
	9	523	85.85	3	96.9	17.21	7.74	1.84
(9) MATHEMATICAL PROBLEMS	3	454	93.83	8	92.4	14.43	3.41	1.10
	5	524	93.13	8	93.5	15.90	5.23	1.33
	7	512	90.23	3	96.5	14.92	6.52	1.62
	9	523	85.85	3	96.9	17.21	7.83	1.90
(10) MATHEMATICAL TOTAL	3	454	93.83	8	92.4	14.43	3.40	.96
	5	524	93.13	8	93.5	15.90	5.05	1.19
	7	512	90.23	3	96.5	14.92	6.50	1.39
	9	523	85.85	3	96.9	17.21	7.78	1.74

* SEE CHAPTER 3, PAGES 68-69, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

DORCHESTER COUNTY

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES‡

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975
NONVERBAL ABILITY	3	91.6	92.4
	5	91.5	93.5
	7	93.7	96.5
	9	94.6	96.9
VOCABULARY	3	3.04	3.34
	5	4.61	4.97
	7	5.98	6.15
	9	7.48	7.50
READING COMPREHENSION	3	3.14	3.45
	5	4.76	4.92
	7	6.25	6.29
	9	7.77	7.66
LANGUAGE TOTAL	3	3.76	4.10
	5	5.00	5.46
	7	6.37	6.47
	9	7.84	7.49
MATHEMATICAL TOTAL	3	3.24	3.40
	5	4.80	5.05
	7	6.49	6.50
	9	7.89	7.78

‡ SEE CHAPTER 3, PAGES 70-71, FOR DEFINITION OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD ALSO BE NOTED THAT THE SCORES REPORTED FOR YEAR I AND YEAR II ARE FROM DIFFERENT STUDENT POPULATIONS.

DORCHESTER COUNTY (CRAPO - SOUTH DORCHESTER SR JR)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
CRAPO	K-6	123	16.2	94.0	6.6	1.0	7.8	20.0	0.0	13.7	8.6	6176
EAST NEW MARKET	2-6	205	19.7	94.5	9.4	1.0	6.4	9.0	19.2	13.8	10.0	8267
HOOPERS ISLAND	1-6	56	14.3	98.6	2.9	1.0	12.8	33.0	0.0	46.4	9.4	4659
HURLOCK PRIMARY	K-3	365	18.1	93.9	18.2	2.0	9.6	24.5	9.9	24.8	9.9	8350
HURLOCK INTERMEDIATE	4-6	327	21.4	94.9	14.3	1.0	8.0	22.0	6.5	24.9	9.9	8350
PEACH BLOSSOM	3-5	314	19.5	97.1	15.1	1.0	14.4	25.0	0.0	20.0	10.3	7887
SANDY HILL	K-5	559	18.5	96.4	28.2	2.0	10.5	12.5	16.5	15.5	NA	NA
ST CLAIR	K-5	420	15.6	96.0	24.9	2.0	12.1	36.3	22.3	27.3	10.5	8106
VIENNA	K-6	186	21.9	96.9	7.5	1.0	13.6	36.0	11.8	22.3	9.3	7197
CAMBRIDGE JR HIGH	9	310	14.4	92.3	19.5	2.0	9.6	22.5	23.3	19.0	10.4	7965
MACES LANE SR JR	7-8	607	17.9	93.7	31.0	3.0	12.5	14.0	11.8	20.9	10.4	7964
NORTH DORCHESTER SR JR	7-12	1,064	18.3	89.3	55.0	3.0	8.4	21.3	12.1	22.1	9.8	8120
SOUTH DORCHESTER SR JR	7-12	171	11.0	92.2	13.5	2.0	11.1	27.5	19.3	20.1	8.9	5695

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‡ SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

DORCHESTER COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE
CRAPO	3	90.7	3.00	2.94	+.06	2.63	2.97	-.34	3.08	3.36	-.28	2.65	3.07	-.42
	5	96.7	4.93	4.83	+.10	4.71	4.89	-.18	5.76	5.13	+.63	4.99	5.12	-.13
EAST NEW MARKET	3	92.7	3.37	3.06	+.31	3.61	3.11	+.50	4.29	3.50	+.79 *	3.46	3.19	+.27
	5	91.2	4.39	4.34	+.05	4.80	4.42	+.38	4.93	4.67	+.26	4.71	4.68	+.03
HOOPERS ISLAND	3	76.8	3.79	2.04	+1.75 *	3.93	2.04	+1.89 *	4.10	2.44	+1.66 *	3.64	2.27	+1.37 *
	5	89.0	5.44	4.15	+1.29 *	5.35	4.23	+1.12 *	6.16	4.49	+1.67 *	5.16	4.51	+.65 *
HURLOCK	3	91.2	2.98	2.97	+.01	3.22	3.01	+.21	3.74	3.40	+.34	3.13	3.10	+.03
HURLOCK	5	93.2	4.97	4.52	+.45	4.73	4.59	+.14	5.35	4.84	+.51	4.96	4.84	+.12
PEACH BLOSSOM	3	93.7	3.79	3.13	+.66 *	3.69	3.18	+.51	4.30	3.56	+.74 *	3.55	3.25	+.30
	5	94.8	5.68	4.66	+1.02 *	5.33	4.73	+.60	6.13	4.97	+1.16 *	5.25	4.97	+.28
SANDY HILL	3	93.1	3.45	3.09	+.36	3.65	3.14	+.51	4.26	3.52	+.74 *	3.62	3.21	+.41
	5	94.9	4.80	4.67	+.13	4.88	4.73	+.15	5.33	4.98	+.35	5.20	4.98	+.22
ST CLAIR	3	93.6	3.14	3.12	+.02	3.33	3.17	+.16	4.25	3.56	+.69 *	3.50	3.24	+.26
	5	92.9	4.49	4.49	+.00	4.77	4.56	+.21	5.13	4.81	+.32	5.04	4.82	+.22
VIENNA	3	92.7	3.19	3.06	+.13	3.27	3.11	+.16	4.40	3.50	+.90 *	3.30	3.19	+.11
	5	89.7	4.90	4.21	+.69	4.66	4.29	+.37	4.92	4.54	+.38	4.66	4.56	+.10
CAMBRIDGE JR HIGH	9	98.8	7.64	8.13	-.49	7.78	8.07	-.29	7.61	8.15	-.54	7.87	8.24	-.37
MACES LANE SR JR	7	96.8	6.16	6.39	-.23	6.26	6.44	-.18	6.44	6.56	-.12	6.44	6.68	-.24
NORTH DORCHESTER HI	7	95.6	6.17	6.26	-.09	6.32	6.32	+.00	6.43	6.45	-.02	6.60	6.55	+.05
	9	93.5	7.25	7.52	-.27	7.40	7.45	-.05	7.30	7.62	-.32	7.59	7.67	-.08
SOUTH DORCHESTER HI	7	98.4	5.95	6.56	-.61	6.34	6.60	-.26	7.00	6.71	+.29	6.49	6.84	-.35
	9	97.2	7.51	7.95	-.44	7.92	7.88	+.04	7.44	7.99	-.55	7.97	8.07	-.10

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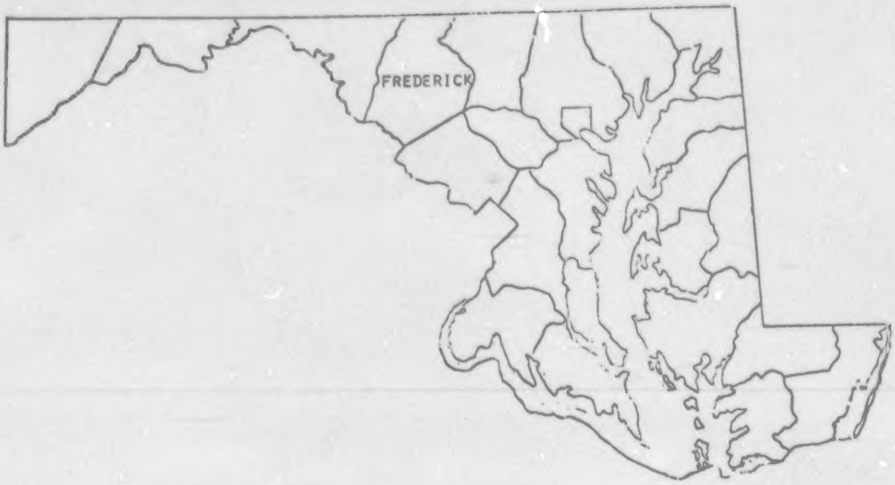
* SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

4.2.11 Frederick County



A. Present Status of the Accountability Program

During the first year of state accountability, 1973-74, Frederick County used a random sample procedure for state accountability testing. The procedure involved selecting a random sample of 30 students per grade level per school in the third, fifth, seventh, and ninth grades directly from the computer listings of classes. In the second year, 1974-75, all students were tested in Grades 3 and 5, and the random sample procedure was maintained in Grades 7 and 9 because of economic feasibility and the smallness of classes in the elementary schools.

The Frederick County system objectives and goals were established in direct relationship with the Maryland State Department of Education goals in reading, writing, and mathematics. These local goals were established by committees representing teachers, school administrators, and appropriate supervisors of each area. The task of establishing school objectives was accomplished with the aid of a County Catalog of School Objectives. Certain of the objectives were identified as necessary to every school. From the remaining objectives, each individual school could choose those most appropriate to individual programs and add additional objectives that were not covered by the catalog. Therefore, every school had a common core of school objectives; some objectives were chosen for emphasis in a particular year; and some were unique to the particular school community. Frederick County is in the process of establishing a criterion-referenced testing system that will help measure progress toward these objectives. A similar service for other objectives in the county catalog will also be offered. This should ease some of the assessment task, although most assessment still remains a function of professional judgement and certification.

B. Local Assessment Activities

Many local Boards of Education in Maryland had policy statements and were implementing various forms of educational accountability before the passage of the State Educational Accountability Law. The school systems that were most advanced in this process had to change or modify their procedure more drastically than those systems that had no formal accountability.

Educational accountability in the Frederick County schools involves the following:

- Maximum Standards -- our goals, aspirations, ideals, and hopes for children and education;
- Optimum Standards -- our realistic objectives, expectations, wants, and desires for children and education; and
- Minimum Standards -- our barest certification, tolerances, acceptances, and justifications for children and education.

As a result of a Minimum Standards Resolution passed by the Board of Education of Frederick County on September 8, 1971, a set of measurable minimum standards were established in the following areas:

Basic learning skills (including, but not limited to, reading, writing, arithmetic, listening, and problem solving;

Occupational skills (each graduate to have a salable proficiency in a vocational skill, including pre-collegiate preparation); and

Cultural and environmental understandings (including but not limited to science, ecology, health and safety, physical fitness, music, art, drama and dance, and socialization).

Frederick County currently utilizes a process that measures these learnings for all students. In order to measure these minimum standards and the optimum standards in certain areas, all major tests were reviewed with particular attention to the relationship between the test and the stated Frederick County school objectives and curriculum. It was determined that the Metropolitan Achievement Tests best fit Frederick County's school system. A professional staff was employed, computer systems were developed, and massive in-service training was begun in the county schools so that this part of the accountability system could be implemented.

Whereas minimum standards were conceptualized as a minimum expectation for individual students and a minimum promise of the school system to each student, optimum standards were conceptualized as standards for groups of students to measure the effect of school curriculum on students. For this evaluation task, criterion-referenced testing, along with teacher checklists and professional certification, was used as part of the evaluation system for accountability.

The maximum standards of goals and aspirations for students are generally stated in Frederick County's philosophy. They are not directly measurable. It is assumed that movement toward these objectives means movement toward goals set by Frederick County.

C. Comments on Accountability Assessment Results

The state testing program would have completely upset the entire local accountability system so, after negotiation with the Maryland State Department of Education, Frederick County was allowed to use random sampling as a procedure for testing. While retaining the Metropolitan Achievement Tests for local accountability, 30 students per grade per school in Grades 7 and 9 were randomly sampled using the Iowa Tests of Basic Skills, and all students in Grades 3 and 5 were tested. Most of the other Maryland school systems have had the opportunity over the years to adjust their curriculum to the objectives of the Iowa Tests of Basic Skills. The use of unadjusted socio-economic information nearly six years old may be more accurate for systems that have a lower growth rate than Frederick County. The use of a nonverbal I.Q. score to predict academic achievement may change traditional notions of academic achievement, and a verbal I.Q. score for such predictions has traditionally been used. Important variables, such as percentage of grade retention of students, were not considered as part of the regression analysis of test results. These are just some of the testing problems that need to be considered in analysis of the test data presented in the state accountability report.

D. Program Modification Activities

All levels of the Frederick County school system have carefully considered the results from the state accountability testing, and steps are being taken to overcome the discrepancies.

In some cases it was easy to determine the probable cause of discrepancies, but other cases, where the information was not verifiable by any other available data, are still being studied. It is hoped that those who read and use this report will consider it as the establishment of baseline information or a status report rather than as an accurate comparative evaluation of the schools in Maryland.

In the state accountability report, the schools that scored one and two standard deviations above or below the mean of the difference distribution resulting from the regression process were identified. The Assistant Superintendent for Instruction requested each school that trended or was significantly lower than the expectancy, as indicated by the regression, to identify the problem and, with the help of the faculty, develop a plan to overcome it. Those schools that scored significantly above were also asked to prepare a report indicating why they felt that their schools scored above the norm, and what plans they had to continue the trend. In January of 1975, the Countywide Inservice Day was totally dedicated to the development of these reports, and schools in the above categories were asked to study the results and the implication of the results on the curriculum of their school. The assistant superintendent received a verbal and written plan from each school as a result of these meetings.

This process represents, perhaps, the most intensive examination of test results and their implication that has occurred in Frederick County. The effect of this process is to be determined by the successive year's accountability results, and the process will be continued in some form for the next several years.

E. Unmet Needs for Resources to Permit Improvement of Programs and Services

Perhaps the most glaring need for additional resources, as indicated by the state accountability testing, is the area of language arts, especially at the secondary level. There appears to be an obvious need for students to continue in their efforts to obtain a minimum level of proficiency in reading. Although Frederick County has a large and systemwide secondary reading program, it does not, in most cases, meet the identified needs in individual schools. Teaching reading as a legitimate function in middle and secondary schools must be established and given the financial support necessary to overcome what has been identified in most programs as a severe need.

Another major need is for the provision of time and money that is necessary to establish staff development and inservice programs that can both train and orient professional staff to utilization of testing, evaluation, and assessment results. Significant amounts of money are spent on developing and administering testing and evaluation programs, but the linkage between the results of these testing programs and application and modification at the individual school or student level seems to occur rarely. Assessment and evaluation systems are ineffectual if they do not provide a springboard for change and modification of both school curriculum and individual student programs.

F. General Comments

The following is a presentation of some data from Frederick County's accountability system. It presents quite a different picture of the schools and the school system, and cannot be directly related to state accountability testing because of differences in the test format, procedure, and reporting format. The purpose, which is accountability, is the only thing they have in common. Action based on the two sets of data would be quite different.

FREDERICK COUNTY
GRADE 4 METROPOLITAN ACHIEVEMENT TEST ELEMENTARY SPRING 1975
Raw Scores and Stanine Scores for the Average Student: School by School
NATIONAL NORMS

NAME	Approx. Number	Word Know.	Stanine	Reading	Stanine	Total Reading	Stanine	Total Math	Stanine
County	1701	33	5	26	6	59	6	75	6
Brunswick	80	34	6	26	6	61	6	71	6
Carroll Manor	42	34	6	27	6	61	6	81	7
East Frederick	112	25	5	21	5	46	5	57	5
Elm Street	121	28	5	21	5	50	5	62	5
Emmitsburg	48	28	5	22	5	51	5	69	6
Lewistown	66	35	6	27	6	62	6	68	6
Libertytown	79	29	5	24	6	53	5	69	6
Middletown	104	34	6	25	6	59	6	70	6
Myersville	55	37	6	30	7	68	6	86	7
New Market	93	34	5	28	6	62	6	82	7
New Midway	20	36	6	30	7	67	6	82	7
North Frederick	86	37	6	29	6	66	6	87	7
Parkway	64	36	6	29	6	66	6	84	7
Sabillasville	25	31	5	26	6	57	6	79	6
South Frederick	121	26	5	20	5	45	5	58	5
Thurmont	144	36	6	28	6	65	6	80	7
Urbana	56	31	5	24	6	55	5	78	6
Valley	74	36	6	27	6	64	6	73	6
Walkersville	69	37	6	29	6	66	6	79	6
Waverley	93	38	6	30	7	68	6	86	7
Wolfsville	42	33	5	26	6	59	6	76	6
Woodsboro	34	28	5	22	5	51	5	68	6
Yellow Springs	71	37	6	30	7	68	6	85	7

FREDERICK COUNTY
GRADE 8 METROPOLITAN ACHIEVEMENT TEST ADVANCED SPRING 1975
Raw Scores and Stanine Scores for the Average Student: School by School
NATIONAL NORMS

NAME	Approx. Number	Word Know.	Stanine	Reading	Stanine	Total Reading	Stanine	Total Math	Stanine
County	1700	30	5	26	5	56	5	66	5
Brunswick	182	28	4	25	5	54	5	61	4
Emmitsburg	49	35	5	25	5	61	5	66	5
Gov. Thos. John.	443	30	5	26	5	56	5	68	5
Linganore	196	32	5	27	5	59	5	69	5
Middletown	178	32	5	28	5	61	5	71	5
Thurmont	159	30	5	27	5	58	5	69	5
Walkersville	159	31	5	26	5	57	5	69	5
West Frederick	350	28	4	24	4	52	4	62	4

FREDERICK COUNTY
GRADE 1 METROPOLITAN ACHIEVEMENT TEST PRIMARY 1 SPRING 1975
Raw Scores and Stanine Scores for the Average Student: School by School

NATIONAL NORMS

NAME	Approx. Number	Word Know.	Stanine	Reading	Stanine	Total Reading	Stanine	Total Math	Stanine
County	1405	25	5	24	6	50	6	42	5
Brunswick	88	23	5	23	6	47	6	38	5
Carroll Manor	43	19	4	18	5	52	6	31	4
East Frederick	61	20	4	20	5	40	5	36	5
Elm Street	71	19	4	18	5	38	5	39	5
Emmitsburg	35	23	5	19	5	43	5	40	5
Green Valley	123	25	5	23	6	49	6	41	5
Lewistown	75	28	6	29	7	58	6	45	6
Libertytown	81	21	5	21	6	43	5	41	5
Middletown	82	27	6	28	7	56	6	50	7
Myersville	38	27	6	27	6	55	6	47	6
New Market	71	21	5	21	5	42	5	40	5
New Midway	29	20	4	17	5	37	5	34	5
North Frederick	100	25	5	25	6	51	6	43	6
Parkway	32	27	6	29	7	56	6	46	6
Sabillasville	27	22	5	23	6	46	5	38	5
South Frederick	78	23	5	22	6	45	5	33	4
Thurmont	103	27	6	30	7	57	6	45	6
Urbana	59	25	5	26	6	51	6	39	5
Valley	64	26	5	24	6	50	6	42	5
Walkersville	76	25	5	24	6	50	6	43	5
Waverley	81	27	6	28	7	56	6	45	6
Wolfsville	20	21	5	17	5	38	5	39	5
Woodsboro	35	21	5	19	5	41	5	33	4
Yellow Springs	69	27	6	24	6	51	6	47	6

FREDERICK COUNTY

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
91,876	11,123	9.5

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
10.8	11.2

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1974)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
22,085	$11,525	$20,097	9.1	14.9

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
25.9%	19.5	94.1%

C. FINANCIAL CHARACTERISTICS (FOR 1973-1974 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$973.18	$724.76	74.5%	$29.45

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
3.0%	$5.48	0.6%

* SEE CHAPTER 3, PAGES 60-65, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

FREDERICK COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE*

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	1649	91.57	24	102.9	16.24	3.63	1.20
	5	1801	94.00	23	102.4	16.59	5.32	1.54
	7	1834	13.36	8	101.2	15.40	7.17	1.99
	9	1814	11.47	7	102.2	15.81	8.52	2.03
(2) READING COMPREHENSION	3	1649	91.57	24	102.9	16.24	3.67	1.22
	5	1801	94.00	23	102.4	16.59	5.39	1.51
	7	1834	13.36	8	101.2	15.40	7.02	1.58
	9	1814	11.47	7	102.2	15.81	8.66	1.89
(3) SPELLING	3	1649	91.57	24	102.9	16.24	4.17	1.41
	5	1801	94.00	23	102.4	16.59	5.64	1.85
	7	1834	13.36	8	101.2	15.40	7.12	2.09
	9	1814	11.47	7	102.2	15.81	8.30	2.49
(4) CAPITALIZATION	3	1649	91.57	24	102.9	16.24	4.34	1.32
	5	1801	94.00	23	102.4	16.59	5.98	1.73
	7	1834	13.36	8	101.2	15.40	7.28	1.89
	9	1814	11.47	7	102.2	15.81	8.63	2.34
(5) PUNCTUATION	3	1649	91.57	24	102.9	16.24	4.58	1.46
	5	1801	94.00	23	102.4	16.59	5.95	1.70
	7	1834	13.36	8	101.2	15.40	7.33	1.88
	9	1814	11.47	7	102.2	15.81	8.44	2.27

* SEE CHAPTER 3, PAGES 66-67, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE* (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	1649	91.57	24	102.9	[illegible].24	3.96	1.39
	5	1801	94.00	23	102.4	16.59	5.57	1.78
	7	1834	13.36	8	101.2	15.40	6.93	1.95
	9	1814	11.47	7	102.2	15.81	8.30	2.31
(7) LANGUAGE TOTAL	3	1649	91.57	24	102.9	16.24	4.26	1.26
	5	1801	94.00	23	102.4	16.59	5.78	1.59
	7	1834	13.36	8	101.2	15.40	7.17	1.72
	9	1814	11.47	7	102.2	15.81	8.42	2.10
(8) MATHEMATICAL CONCEPTS	3	1649	91.57	24	102.9	16.24	3.86	1.08
	5	1801	94.00	23	102.4	16.59	5.94	1.53
	7	1834	13.36	8	101.2	15.40	7.57	1.49
	9	1814	11.47	7	102.2	15.81	8.82	1.96
(9) MATHEMATICAL PROBLEMS	3	1649	91.57	24	102.9	16.24	3.68	1.12
	5	1801	94.00	23	102.4	16.59	5.58	1.37
	7	1834	13.36	8	101.2	15.40	7.14	1.67
	9	1814	11.47	7	102.2	15.81	8.56	1.86
(10) MATHEMATICAL TOTAL	3	1649	91.57	24	102.9	16.24	3.77	1.04
	5	1801	94.00	23	102.4	16.59	5.76	1.38
	7	1834	13.36	8	101.2	15.40	7.35	1.48
	9	1814	11.47	7	102.2	15.81	8.69	1.82

* SEE CHAPTER 3, PAGES 68-69, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES‡

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975
NONVERBAL ABILITY	3	100.0	102.9
	5	100.5	102.4
	7	100.2	101.2
	9	99.8	102.2
VOCABULARY	3	3.34	3.63
	5	5.04	5.32
	7	6.80	7.17
	9	8.10	8.52
READING COMPREHENSION	3	3.45	3.67
	5	5.11	5.39
	7	6.92	7.02
	9	8.38	8.66
LANGUAGE TOTAL	3	3.71	4.26
	5	5.17	5.78
	7	6.76	7.17
	9	7.90	8.42
MATHEMATICAL TOTAL	3	3.44	3.77
	5	5.44	5.76
	7	7.14	7.35
	9	8.38	8.69

‡ SEE CHAPTER 3, PAGES 70-71, FOR DEFINITION OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD ALSO BE NOTED THAT THE SCORES REPORTED FOR YEAR I AND YEAR II ARE FROM DIFFERENT STUDENT POPULATIONS.

FREDERICK COUNTY (BRUNSWICK - VALLEY)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
BRUNSWICK	K-5	525	21.8	94.7	23.1	1.0	8.2	5.0	9.1	7.9	10.8	8462
CARROLL MANOR	K-6	336	18.5	94.9	17.2	1.0	7.3	5.0	18.1	9.4	11.2	8574
EAST FREDERICK	K-6	518	19.0	94.8	26.2	1.0	8.4	22.5	24.6	15.5	11.2	9581
ELM STREET	K-6	560	18.6	95.2	28.1	2.0	11.7	27.7	26.6	22.9	11.5	9842
GREEN VALLEY	K-6	809	23.4	94.6	32.5	2.0	4.6	6.0	20.3	10.4	11.0	9240
LEWISTOWN	K-6	463	21.2	95.7	20.8	1.0	7.8	11.0	17.4	7.2	10.8	9178
LIBERTY	K-6	510	21.3	95.3	21.9	2.0	9.2	14.3	16.7	7.1	10.7	8982
MIDDLETOWN	K-6	664	23.0	96.5	27.9	1.0	7.5	25.6	42.9	2.4	12.1	11,209
MYERSVILLE	K-6	351	22.2	96.6	14.8	1.0	11.5	20.5	23.4	7.7	11.1	8877
NEW MARKET	K-6	550	20.6	95.2	24.7	2.0	9.8	10.3	20.2	10.0	11.3	8889
NEW MIDWAY	K-6	177	17.5	96.0	9.1	1.0	11.1	10.0	27.7	7.7	10.0	9044
NORTH FREDERICK	K-6	623	21.5	95.8	27.0	2.0	11.0	25.5	24.1	2.6	11.5	9853
PARKWAY	K-6	338	19.7	95.2	16.2	1.0	11.3	12.0	20.3	6.7	11.5	9842
SABILLASVILLE	K-4	142	17.3	96.7	7.2	1.0	10.9	10.0	15.9	10.6	10.1	8150
SOUTH FREDERICK	K-6	584	18.8	95.2	28.1	3.0	7.4	15.1	19.3	20.6	11.3	9660
THURMONT	K-4	587	22.9	95.7	23.6	2.0	11.4	27.3	25.4	8.8	10.3	9396
URBANA	K-6	422	20.7	95.0	19.4	1.0	7.0	13.0	15.7	8.3	11.9	10,901
VALLEY	K-6	483	18.1	96.0	24.7	2.0	7.1	17.9	30.0	5.1	9.7	8814

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES‡

FREDERICK COUNTY
SCHOOL SYSTEM

SKILL AREAS

			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
BRUNSWICK	3	103.7	3.69	3.77	-.08	3.69	3.85	-.16	4.39	4.23	+.16	3.86	3.83	+.03
	5	104.7	5.28	5.54	-.26	5.31	5.56	-.25	6.50	5.80	+.70	5.84	5.76	+.08
CARROLL MANOR	3	103.0	4.54	3.73	+.81 *	3.75	3.80	-.05	4.43	4.18	+.25	4.12	3.79	+.33
	5	105.9	5.79	5.64	+.15	5.53	5.66	-.13	5.72	5.90	-.18	6.05	5.85	+.20
EAST FREDERICK	3	97.7	3.19	3.39	-.20	3.17	3.44	-.27	3.93	3.83	+.10	3.40	3.48	-.08
	5	96.7	4.48	4.83	-.35	4.74	4.89	-.15	4.82	5.13	-.31	5.05	5.12	-.07
ELM STREET	3	95.8	3.07	3.26	-.19	3.29	3.32	-.03	3.68	3.70	-.02	3.46	3.37	+.09
	5	92.2	4.63	4.43	+.20	4.69	4.51	+.18	4.86	4.75	+.11	5.13	4.76	+.37
GREEN VALLEY	3	105.2	3.75	3.87	-.12	3.82	3.95	-.13	4.54	4.33	+.21	4.13	3.91	+.22
	5	105.4	5.53	5.60	-.07	5.61	5.62	-.01	5.94	5.86	+.08	5.64	5.82	-.18
LEWISTOWN	3	103.9	3.78	3.79	-.01	3.95	3.86	+.09	4.37	4.24	+.13	3.83	3.84	-.01
	5	101.5	5.35	5.25	+.10	5.17	5.29	-.12	5.77	5.53	+.24	5.73	5.50	+.23
LIBERTY	3	88.8	3.21	2.81	+.40	3.26	2.85	+.41	3.74	3.24	+.50	3.23	2.96	+.27
	5	100.7	4.78	5.18	-.40	4.82	5.22	-.40	5.13	5.46	-.33	5.13	5.44	-.31
MIDDLETOWN	3	101.8	3.36	3.65	-.29	3.49	3.72	-.23	3.86	4.10	-.24	3.52	3.72	-.20
	5	106.8	5.62	5.72	-.10	5.55	5.74	-.19	5.77	5.97	-.20	5.80	5.93	-.13
MYERSVILLE	3	106.7	4.86	3.97	+.89 *	4.31	4.05	+.26	5.13	4.43	+.70 *	4.57	4.00	+.57 *
	5	98.8	6.05	5.01	+1.04 *	5.68	5.06	+.62	6.33	5.30	+1.03 *	6.18	5.29	+.89 *
NEW MARKET	3	104.4	3.53	3.82	-.29	3.63	3.89	-.26	4.09	4.27	-.18	3.91	3.87	+.04
	5	103.4	5.28	5.42	-.14	5.40	5.45	-.05	5.63	5.69	-.06	5.87	5.66	+.21
NEW MIDWAY	3	103.2	3.84	3.74	+.10	4.31	3.81	+.50	5.15	4.19	+.96 *	4.67	3.80	+.87 *
	5	99.8	4.31	5.10	-.79 *	4.76	5.15	-.39	4.98	5.39	-.41	4.79	5.37	-.58
NORTH FREDERICK	3	105.4	3.69	3.88	-.19	3.81	3.96	-.15	4.69	4.34	+.35	3.81	3.92	-.11
	5	102.8	5.35	5.37	-.02	5.46	5.40	+.06	5.94	5.64	+.30	6.13	5.61	+.52
PARKWAY	3	107.6	3.73	4.02	-.29	3.98	4.11	-.13	4.34	4.49	-.15	4.14	4.05	+.09
	5	104.0	5.95	5.47	+.48	5.81	5.50	+.31	6.18	5.74	+.44	6.19	5.70	+.49
SABILLASVILLE	3	97.7	2.82	3.39	-.57	2.88	3.44	-.56 *	3.33	3.83	-.50	2.86	3.48	-.62 *
SOUTH FREDERICK	3	98.9	3.09	3.46	-.37	3.15	3.52	-.37	3.59	3.91	-.32	3.10	3.55	-.45
	5	94.7	4.02	4.65	-.63	4.29	4.72	-.43	4.76	4.96	-.20	4.65	4.96	-.31
THURMONT	3	105.4	3.67	3.88	-.21	3.76	3.96	-.20	4.46	4.34	+.12	4.04	3.92	+.12
URBANA	3	107.5	3.81	4.02	-.21	3.85	4.10	-.25	4.78	4.48	+.30	4.07	4.05	+.02
	5	96.0	4.92	4.77	+.15	5.02	4.83	+.19	5.44	5.07	+.37	5.30	5.07	+.23
VALLEY	3	99.9	3.63	3.53	+.10	3.48	3.59	-.11	4.05	3.98	+.07	3.43	3.61	-.18
	5	101.0	5.38	5.21	+.17	5.37	5.25	+.12	5.82	5.49	+.33	5.53	5.46	+.07

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‡ SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

FREDERICK COUNTY (WALKERSVILLE - WEST FREDERICK JR)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
WALKERSVILLE	K-5	473	16.2	96.0	27.7	1.5	6.7	18.0	23.3	7.7	11.3	10,639
WAVERLY	K-6	642	20.8	97.1	28.8	2.0	6.1	14.7	18.8	2.8	12.2	11,081
WOLFSVILLE	K-6	229	19.7	97.6	10.6	1.0	14.8	10.0	23.3	1.8	9.8	8850
WOODSBORO	K-6	260	19.8	97.6	12.1	1.0	10.6	5.0	25.9	10.8	9.5	8906
YELLOW SPRINGS	K-6	456	21.6	95.7	20.1	1.0	8.2	24.0	14.7	3.2	12.1	10,505
BRUNSWICK JUNIOR SR	6-12	1,074	18.6	92.3	55.6	2.0	10.0	10.0	23.4	7.0	10.6	8552
EMMITSBURG	K-8	425	19.8	95.7	19.5	2.0	6.9	7.5	12.5	9.7	10.7	8535
THURMONT MIDDLE	5-8	699	20.9	95.8	32.4	1.0	10.0	10.0	39.5	9.4	10.3	9081
WALKERSVILLE HIGH	6-12	908	21.7	93.7	40.3	1.5	9.9	6.7	34.0	10.2	10.7	9983
CATOCTIN	9-12	961	19.9	92.4	46.1	2.0	10.4	19.3	38.8	8.7	10.4	8914
GOV THOMAS JOHNSON JR SR	7-12	2,541	19.5	93.0	126.0	4.0	9.1	15.3	34.2	8.4	11.8	10,015
LINGANORE SR JR	7-12	1,289	19.7	91.5	62.5	3.0	8.0	20.1	30.5	9.9	11.0	9008
MIDDLETOWN JR SR	7-12	1,164	20.6	94.3	54.5	2.0	11.0	12.3	39.8	4.1	11.5	10,118
WEST FREDERICK JR	7-9	1,153	15.8	91.1	69.5	3.5	7.3	13.1	22.7	14.0	11.4	9678

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‡ SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES‡

FREDERICK COUNTY
SCHOOL SYSTEM

SKILL AREAS

			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
WALKERSVILLE	3	107.0	3.70	3.99	-.29	3.95	4.07	-.12	4.42	4.45	-.03	3.83	4.02	-.19
	5	108.9	5.60	5.91	-.31	5.68	5.92	-.24	6.26	6.15	+.11	6.17	6.09	+.08
WAVERLY	3	108.3	4.24	4.07	+.17	4.07	4.15	-.08	4.80	4.53	+.27	4.28	4.09	+.19
	5	107.3	5.87	5.77	+.10	5.96	5.78	+.18	6.57	6.01	+.56	6.36	5.97	+.39
WOLFSVILLE	3	102.8	3.13	3.72	-.59	3.36	3.79	-.43	3.66	4.17	-.51	3.47	3.77	-.30
	5	98.4	5.50	4.98	+.52	5.70	5.03	+.67 *	5.72	5.27	+.45	5.56	5.26	+.30
WOODSBORO	3	104.6	3.89	3.83	+.06	4.13	3.91	+.22	4.69	4.29	+.40	4.02	3.88	+.14
	5	101.3	5.50	5.23	+.27	5.55	5.27	+.28	5.88	5.51	+.37	5.65	5.49	+.16
YELLOW SPRINGS	3	113.8	4.06	4.42	-.36	4.28	4.52	-.24	4.36	4.90	-.54	3.85	4.41	-.56 *
	5	110.4	6.16	6.04	+.12	6.20	6.04	+.16	6.33	6.27	+.06	6.37	6.21	+.16
BRUNSWICK JR SR	7	100.2	6.66	6.76	-.10	6.97	6.78	+.19	6.89	6.88	+.01	7.08	7.02	+.06
	9	96.9	8.39	7.91	+.48	8.83	7.85	+.98 *	8.13	7.96	+.17	8.77	8.04	+.73 *
EMMITSBURG	3	100.7	3.21	3.58	-.37	3.35	3.65	-.30	4.05	4.03	+.02	3.28	3.65	-.37
	5	102.6	5.46	5.35	+.11	5.71	5.38	+.33	6.36	5.62	+.74 *	6.23	5.59	+.64 *
	7	99.4	8.50	6.67	+1.83 *	6.65	6.70	-.05	7.35	6.81	+.54	7.38	6.94	+.44
THURMONT MIDDLE	5	104.6	5.74	5.53	+.21	5.86	5.55	+.31	6.12	5.79	+.33	6.40	5.75	+.65 *
	7	101.2	7.26	6.86	+.40	7.34	6.88	+.46	7.58	6.98	+.60	7.98	7.13	+.85 *
WALKERSVILLE HIGH	7	103.1	7.16	7.07	+.09	7.30	7.07	+.23	7.13	7.16	-.03	7.33	7.32	+.01
	9	103.5	8.56	8.68	-.12	8.67	8.62	+.05	8.47	8.61	-.14	8.69	8.75	-.06
CATOCTIN	9	109.3	8.82	9.35	-.53	9.21	9.29	-.08	9.05	9.19	-.14	8.90	9.38	-.48
GOV THOMAS JOHNSON	7	97.4	6.42	6.45	-.03	6.89	6.50	+.39	6.67	6.62	+.05	7.15	6.74	+.41
	9	100.7	8.49	8.35	+.14	8.18	8.29	-.11	8.20	8.33	-.13	8.67	8.45	+.22
LINGANORE SR JR HIGH	7	104.0	7.07	7.17	-.10	7.25	7.16	+.09	7.49	7.25	+.24	7.26	7.41	-.15
	9	99.0	8.28	8.16	+.12	8.44	8.09	+.35	8.54	8.17	+.37	8.73	8.27	+.46
MIDDLETOWN JR SR	7	104.5	7.47	7.22	+.25	7.45	7.21	+.24	7.59	7.30	+.29	7.59	7.46	+.13
	9	101.5	8.58	8.45	+.13	8.67	8.38	+.29	8.58	8.41	+.17	8.51	8.53	-.02
WEST FREDERICK JR	7	101.1	6.42	6.85	-.43	6.53	6.87	-.34	6.64	6.97	-.33	7.06	7.12	-.06
	9	104.6	8.55	8.81	-.26	8.66	8.74	-.08	7.95	8.72	-.77	8.56	8.87	-.31

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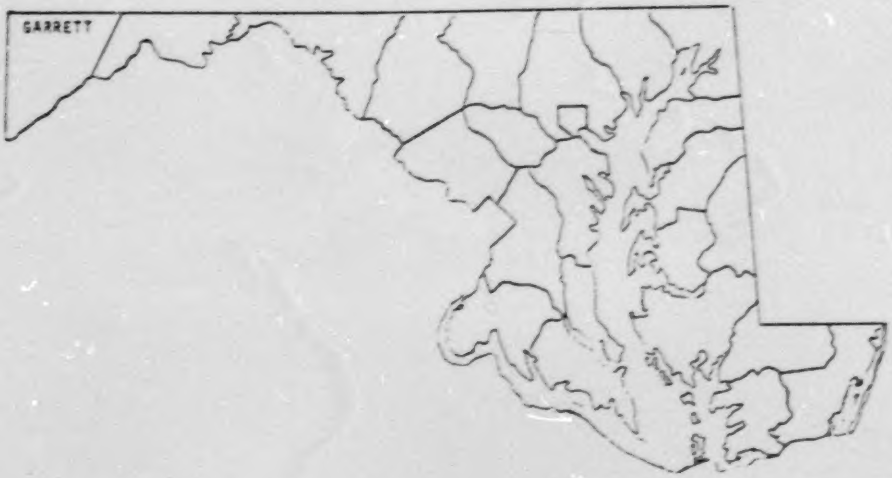
‡ SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

4.2.12 Garrett County



A. Present Status of the Accountability Program

Implementation of the Garrett County Accountability Assessment Program began through total staff involvement of principals, supervisors, teachers, and aides with the nature and nurture of assessment and accountability as related to Garrett County schools and clientele during the school year 1973-74. System level goals in reading, writing, and mathematics were developed and approved by the Garrett County Board of Education at its June 1974 meeting. Copies of these goals are found in the Maryland Accountability Program Report, 1973-74. Each principal in the Garrett County school system organized his faculty and developed school objectives related to each of the goals in the three basic skills areas. Copies of the goals and objectives from each school were sent to the Assistant Superintendent of Curriculum and Instruction, who, along with the Garrett County Curriculum Committee, reviewed and approved them.

An exemplary illustration of the goal/objective setting process that utilized Goal I in Mathematics for the State of Maryland is as follows:

4.4.12 Garrett County

Goals and Objectives in Mathematics

STATE OF MARYLAND GOALS AND OBJECTIVES	K	1	2	3	4	5	6
Each Maryland student who has achieved the objectives for Mathematics established by the local school, should:							
1. Recall and/or recognize mathematical definitions, facts, and symbols. These are the simplest of mathematical tasks but are an essential aspect of achievement. The level of difficulty in this category will depend more on exposure to the material and on memory than on developed skill.							
GARRETT COUNTY SCHOOL SYSTEM GOALS AND OBJECTIVES							
Each student upon completion of his elementary-secondary school mathematics program should:							
1.A. Be able to recall basic mathematical facts.							
FRIENDSVILLE ELEMENTARY SCHOOL GOALS AND OBJECTIVES							
Each student upon completion of the Friendsville Elementary School mathematics program:							
1.A.K. Given the numerals 1 - 10 should be able to give the teacher the name for the numeral.	I	•	•				
1.A.1. Given the numerals 0 - 99 should be able to give the teacher the name for the numeral.		I	•	•	•		
1.A.2. Given one digit addition and subtraction examples should be able to recall the answer.			I	•	•		
1.A.3. Given a number 0 - 999 should be able to explain the place value of each digit.				I	•	•	•
1.A.3a. Given multiplication and division examples with factors 0 - 5 should be able to recall the answer.				I	•	•	•
1.A.4. Given multiplication and division examples with factors 0 - 9 should be able to recall the answer.					I	•	•
1.A.4a. Given addition and subtraction examples with addends to 20 should be able to recall the answer.					I	•	•
1.A.5. Given a number up to 100 million should be able to explain the place value of each digit.						I	•
1.A.6. Reinforce previously learned mathematical facts.							I
1.B. Be able to identify mathematical symbols.							
1.B.K. Given 2 sets of manipulative objects should be able to compare sets and state which is greater than or less than.	I	•	•	•			
1.B.1. Given mathematical symbols should be able to state to the teacher the names for the symbols (<, >, =, +, -).		I	•	•	•		
1.B.1a. Given open sentences appropriate for grade level should be able to identify symbols used.		I	•	•	•		
1.B.2. Given mathematical symbols should be able to state to the teacher the names for these symbols (lb., oz., in. ", ft. ', cm.).			I	•	•	•	
1.B.3. Given mathematical symbols should be able to state to the teacher the names for these symbols (x, ÷, $, yd., meter, fraction symbol).				I	•	•	•
1.B.4. Given mathematical symbols should be able to state to the teacher names of the symbols (≠, ∩, ∪, of sets C).					I	•	•
1.B.5. Given the %, :, symbol should be able to state the name of the symbol.						I	•
1.B.6. Given $\sqrt{\quad}$ and decimal point should be able to state the name of that symbol.							I

1.C. Be able to recognize mathematical concepts, such as definitions, facts, and symbols, as they appear in problematic and life situations.							
1.C.K. N/A							
1.C.1. Given manipulative coins should be able to recognize pennies, nickels, dimes.		I	•	•	•		
1.C.1a. Given manipulative clocks should be able to state the time in hours.		I	•	•	•		
1.C.2. Given manipulative coins should be able to recognize quarters.			I	•	•		
1.C.2a. Given manipulative clocks should be able to recognize half hours and quarter hours.			I	•	•	•	
1.C.3. Given manipulative coins should be able to recognize dollar and its components.				I	•	•	•
1.C.3a. Given manipulative clocks should be able to tell time to the minute.				I	•	•	•
1.C.4. Given a set of common symbols for linear weight and liquid measurement should be able to determine which is used for each type of measurement.					I	•	•
1.C.5. Given a set of problems should be able to demonstrate his knowledge of perimeter, area and volume.						I	•
1.C.6. Given a set of verbal problems should be able to demonstrate his knowledge of I as it pertains to real life situations (shopping, banking).							I

The Garrett County Curriculum Committee had a three-day workshop in June 1975 to discuss the present status of curriculum development that resulted from the Maryland/Garrett County Accountability Assessment Program and to plan future county curricular activites. It was decided by this group that social studies should receive top priority, followed very closely by language arts. With the emergence of the middle school in Garrett County, emphasis is being placed on developing goals and objectives for subject offerings appropriate to them.

B. Local Assessment Activities

Local assessment activities that are a part of the Garrett County School System and complement the Maryland/Garrett County Accountability Assessment Program are as follows:

- Early identification of potential learning difficulties using the Maryland Systematic Observation Instrument and the Parent Interview Checklist is being conducted on each kindergarten and first grade student in the Garrett County schools. Workshops were held for teachers and administrators involved so as to acquaint them with the process and to reap the results of improved instructional programming for the youth concerned.

- In all Elementary and Secondary Education Act (ESEA), Title I, schools, the Metropolitan Achievement Tests are given in Grades 1, 2, and 3 to improve instruction for Title I children involved.

- The Iowa Tests of Basic Skills and the Cognitive Abilities Test are given to all students in Grades 3, 5, 7, and 9, although only certain parts of them are used in the Maryland/Garrett County Accountability Assessment Program. This is the nucleus of the Garrett County testing program and provides sequential data regarding the academic growth of each student in the Garrett County school system.

- Various other specialized and individualized tests are used with certain portions of the student population in order to determine learning difficulties and potential special education students. Tests are also administered by guidance counselors in the secondary schools for the purpose of determining vocational interests and aptitudes. Each of these tests allows for better instructional programming for each student regardless of ability and achievement.

C. Comments on Accountability Assessment Results

The Garrett County Accountability Assessment Program was conducted according to state guidelines. A total of 1,664 youths were tested using the Iowa Tests of Basic Skills and the Cognitive Abilities Test: 386 in Grade 3; 447 in Grade 5; 443 in Grade 7; and 388 in Grade 9 out of the total enrollment of 1,813 (91.73 percent). Those youths not tested were excluded because the assessment instruments were not applicable, or they were not capable of taking the tests.

Generalities about the results of the Maryland/Garrett County Accountability Assessment Program can be made from the following chart and tables in this report.

RELATION OF ACHIEVEMENT BY SKILL AREAS TO MARYLAND NORMS WITH NONVERBAL ABILITY SCORES STATISTICALLY CONTROLLED

	VOCABULARY				READING				LANGUAGE				MATHEMATICS			
	3	5	7	9	3	5	7	9	3	5	7	9	3	5	7	9
Schools Significantly Above Maryland Average	0	0	0	0	1 8%	2 18%	1 17%	0	1 8%	1 9%	0	0	1 8%	2 18%	4 67%	0
Schools Above the Maryland Average	6 50%	4 36%	2 33%	1 50%	7 59%	6 55%	3 50%	2 100%	5 42%	2 18%	4 67%	0	6 50%	6 55%	2 33%	2 100%
Schools at the Maryland Average	0	1 9%	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Schools Below the Maryland Average	6 50%	6 55%	4 67%	1 50%	3 25%	3 27%	2 33%	0	5 42%	8 73%	2 33%	2 100%	5 42%	3 27%	0	0
Schools Significantly Below Maryland Average	0	0	0	0	1 8%	0	0	0	1 8%	0	0	0	0	0	0	0
TOTAL	12 100%	11 100%	6 100%	2 100%	12 100%	11 100%	6 100%	2 100%	12 100%	11 100%	6 100%	2 100%	12 100%	11 100%	6 100%	2 100%

D. Program Modification Activities

Program modification activities during the school year 1974-75 included: the expansion of functional reading to all schools and all grades in the Garrett County school system; the continued use of System 80's Educational materials in selected schools; the expansion of learning centers in all content areas in all schools; the continuation of the levels approach to reading in Grades K-3; the introduction of the levels approach to mathematics in Grades K-3 and the interdisciplinary approach to consumer and career education; a continued emphasis on individualized reading in Grades 5, 6, 7, 8, and 9; the continued expansion of the educational programs for the handicapped; the further development of minicourses in language arts in the secondary schools; and the development of minicourses in the social studies in the secondary schools. The use of educational television via videotape cassettes is being continued in and expanded to all schools.

E. Unmet Needs for Resources to Permit Improvement of Programs and Services

In order to further improve educational programs and services for Garrett County youth, the following recommendations are made:

- That efforts similar to ESEA Title I for early childhood education be made for youths in the middle schools and in the first two years of secondary school.
- That language arts resource teachers be provided for all schools, and that their efforts be focused on the total language arts curriculum -- not just reading.
- That mathematics resource teachers be provided for the elementary and middle schools to provide scope and sequence in the mathematics curriculum, and to provide expertise to teachers who are in need of good teaching skills.
- That workshops for teachers be conducted in all content areas on a rotational basis for the purpose of writing the curriculum and objectives within the framework of the county developed educational goals.
- That specially trained teachers be employed for the secondary schools to teach basic reading, language arts, and mathematics skills to those youths one or more years below grade level in each area, and that special programs be developed through workshops, seminars, etc. for these youths, emphasizing relevance to the present and the future, and using a variety of media to bring about positive educational gains for the individual involved.

The generalities are as follows:

- The curriculum designed for Garrett County youths reflects positively the goals of the Garrett County School System and the objectives of the schools as measured by these assessment instruments.

  (In vocabulary, 50 percent of the schools in Grade 3, 36 percent of the schools in Grade 5, 33 percent of the schools in Grade 7, and 50 percent of the schools in Grade 9 scored above the state norm; in reading, 67 percent of the schools in Grade 3, 73 percent of the schools in Grade 7, and 100 percent of the schools in Grade 9 score above the state norm; in language, 50 percent of the schools in Grade 3, 27 percent of the schools in Grade 5, 67 percent of the schools in Grade 7, and 0 percent of the schools in Grade 9 score above the state norm; and in mathematics, 58 percent of the schools in Grade 3, 73 percent of the schools in Grade 5, 100 percent of the schools in Grade 7, and 100 percent of the schools in Grade 9 score above state norm.)

- The youth of Garrett County always score lower in vocabulary and language (writing) than in reading and mathematics.

- The nonverbal ability of Garrett County youth is similar to the remainder of Maryland and the United States.

- Reading and mathematics in Grades 7 and 9 show considerable improvement over last year's scores in these same areas and grades.

- The emphasis on the basic skills in reading and mathematics in Grades K-1, 2-3 and the emphasis of ESEA Title I in these same areas and grades may have significance in the scores received by Garrett County youth.

- That the State of Maryland provide additional monies to the local subdivision to provide for these unmet needs in programs and services for Garrett County youth.
- That the State of Maryland provide monies to the local subdivision for teachers, materials, and services that provide an adequate educational program, as prescribed by law, for youths who are handicapped.

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
23,371	7,163	27.4

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
9.2	10.3

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1974)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
5,729	$9,749	$14,228	11.7	19.5

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
20.6%	18.6	93.1%

C. FINANCIAL CHARACTERISTICS (FOR 1973-1974 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$853.77	$584.08	68.4%	$23.27

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.7%	$3.17	0.4%

‡ SEE CHAPTER 3, PAGES 60-65, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

GARRETT COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE‡

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	420	91.90	12	100.4	15.28	3.56	1.02
	5	495	90.30	11	100.6	14.84	5.00	1.51
	7	455	97.36	6	100.0	16.77	6.66	1.84
	9	443	87.58	2	100.5	15.54	8.34	2.01
(2) READING COMPREHENSION	3	420	91.90	12	100.4	15.28	3.68	1.19
	5	495	90.30	11	100.6	14.84	5.24	1.52
	7	455	97.36	6	100.0	16.77	6.93	1.68
	9	443	87.58	2	100.5	15.54	8.42	1.93
(3) SPELLING	3	420	91.90	12	100.4	15.28	4.02	1.35
	5	495	90.30	11	100.6	14.84	5.12	1.82
	7	455	97.36	6	100.0	16.77	6.63	1.94
	9	443	87.58	2	100.5	15.54	7.89	2.19
(4) CAPITALIZATION	3	420	91.90	12	100.4	15.28	4.00	1.24
	5	495	90.30	11	100.6	14.84	5.28	1.50
	7	455	97.36	6	100.0	16.77	6.96	1.94
	9	443	87.58	2	100.5	15.54	8.18	2.21
(5) PUNCTUATION	3	420	91.90	12	100.4	15.28	4.11	1.36
	5	495	90.30	11	100.6	14.84	5.18	1.50
	7	455	97.36	6	100.0	16.77	6.78	2.03
	9	443	87.58	2	100.5	15.54	8.08	2.32

‡ SEE CHAPTER 3, PAGES 66-67, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE# (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	420	91.90	12	100.4	15.28	3.60	1.28
	5	495	90.30	11	100.6	14.84	4.92	1.61
	7	455	97.36	6	100.0	16.77	6.47	1.99
	9	443	87.58	2	100.5	15.54	7.80	2.30
(7) LANGUAGE TOTAL	3	420	91.90	12	100.4	15.28	3.94	1.15
	5	495	90.30	11	100.6	14.84	5.12	1.40
	7	455	97.36	6	100.0	16.77	6.71	1.73
	9	443	87.58	2	100.5	15.54	7.99	2.04
(8) MATHEMATICAL CONCEPTS	3	420	91.90	12	100.4	15.28	3.65	.91
	5	495	90.30	11	100.6	14.84	5.59	1.46
	7	455	97.36	6	100.0	16.77	7.33	1.69
	9	388	87.58	2	100.5	15.54	8.57	1.86
(9) MATHEMATICAL PROBLEMS	3	420	91.90	12	100.4	15.28	3.62	1.09
	5	495	90.30	11	100.6	14.84	5.35	1.33
	7	455	97.36	6	100.0	16.77	7.11	1.70
	9	443	87.58	2	100.5	15.54	8.59	1.81
(10) MATHEMATICAL TOTAL	3	420	91.90	12	100.4	15.28	3.63	.95
	5	495	90.30	11	100.6	14.84	5.47	1.32
	7	455	97.36	6	100.0	16.77	7.22	1.59
	9	443	87.58	2	100.5	15.54	8.58	1.72

SEE CHAPTER 3, PAGES 68-69, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

GARRETT COUNTY

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES‡

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975
NONVERBAL ABILITY	3	98.9	100.4
	5	101.7	100.6
	7	101.2	100.0
	9	104.4	100.5
VOCABULARY	3	3.43	3.56
	5	5.06	5.00
	7	6.72	6.66
	9	8.60	8.34
READING COMPREHENSION	3	3.60	3.68
	5	5.33	5.24
	7	6.92	6.93
	9	8.81	8.42
LANGUAGE TOTAL	3	3.84	3.94
	5	5.26	5.12
	7	6.77	6.71
	9	8.48	7.99
MATHEMATICAL TOTAL	3	3.59	3.63
	5	5.51	5.47
	7	7.25	7.22
	9	8.86	8.58

‡ SEE CHAPTER 3, PAGES 70-71, FOR DEFINITION OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD ALSO BE NOTED THAT THE SCORES REPORTED FOR YEAR I AND YEAR II ARE FROM DIFFERENT STUDENT POPULATIONS.

GARRETT COUNTY (ACCIDENT - SOUTHERN GARRETT CO JR SR)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
ACCIDENT	K-6	332	16.6	95.4	19.0	1.0	8.2	16.5	15.0	20.7	11.5	5718
CENTER STREET	K-3	391	18.2	95.8	21.0	.5	8.7	34.0	11.6	27.7	10.2	6260
CRELLIN	K-3	76	25.3	94.5	2.0	1.0	20.0	9.0	0.0	37.8	10.3	5411
DENNETT ROAD	3-6	694	23.9	95.8	27.0	2.0	13.2	8.9	31.0	26.4	10.2	6178
FRIENDSVILLE	K-6	254	18.1	96.9	13.0	1.0	4.5	12.0	14.3	22. 1	9.5	5488
GRANTSVILLE	K-6	337	19.8	95.7	16.0	1.0	13.0	15.5	11.8	28.0	10.4	6095
KITZMILLER	K-6	128	18.3	95.8	6.0	1.0	12.8	5.0	14.3	51.2	9.5	5647
LOCH LYNN HEIGHTS	1-6	158	26.3	97.8	5.0	1.0	11.3	36.0	33.3	23.5	10.7	6104
RED HOUSE	1-6	155	25.8	96.2	5.0	1.0	8.8	26.0	0.0	47.7	10.8	4886
SWAN MEADOW	1-7	62	20.7	97.4	2.0	1.0	10.0	14.0	66.7	26.2	10.4	6024
YODER	1-7	89	22.3	97.8	3.0	1.0	23.9	26.5	25.0	27.1	10.4	6006
BLOOMINGTON	K-8	167	23.9	95.1	6.0	1.0	18.3	6.0	28.6	7.0	10.5	7499
ROUTE 40	K-8	196	19.6	96.1	9.0	1.0	5.8	17.0	40.0	18.2	8.8	6406
NORTH GARRET CO JR SR	7-12	898	17.6	94.2	48.9	2.0	11.9	19.0	25.5	24.9	10.4	5869
SOUTHERN GARRET CO JR SR	7-12	1,583	19.3	92.5	79.0	3.0	12.4	22.7	29.3	30.0	10.2	5967

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES‡

GARRETT COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
ACCIDENT	3	106.2	4.02	3.93	+.09	4.08	4.01	+.07	4.37	4.39	-.02	3.88	3.97	-.09
	5	105.8	5.63	5.63	+.00	5.93	5.66	+.27	6.02	5.89	+.13	6.50	5.85	+.65 *
CENTER STREET	3	103.1	3.71	3.73	-.02	3.63	3.81	-.18	4.54	4.19	+.35	3.80	3.79	+.01
CRELLIN	3	91.3	2.60	2.97	-.37	2.35	3.01	-.66 *	2.90	3.40	-.50	2.85	3.11	-.26
DENNETT ROAD	3	104.2	3.57	3.81	-.24	3.82	3.88	-.06	3.93	4.26	-.33	3.77	3.86	-.09
	5	101.4	4.87	5.24	-.37	5.07	5.28	-.21	4.92	5.52	-.60	5.37	5.50	-.13
FRIENDSVILLE	3	92.0	3.22	3.02	+.20	3.40	3.06	+.34	3.39	3.45	-.06	3.18	3.15	+.03
	5	102.8	5.20	5.37	-.17	5.30	5.40	-.10	5.06	5.64	-.58	5.26	5.61	-.35
GRANTSVILLE	3	100.9	4.01	3.59	+.42	4.11	3.66	+.45	4.24	4.04	+.20	3.85	3.66	+.19
	5	97.2	4.85	4.87	-.02	5.05	4.93	+.12	4.97	5.17	-.20	5.20	5.16	+.04
KITZMILLER	5	98.1	4.82	4.95	-.13	5.40	5.00	+.40	5.22	5.25	-.03	5.60	5.23	+.37
LOCH LYNN HEIGHTS	3	101.3	3.20	3.62	-.42	3.46	3.69	-.23	3.38	4.07	-.69 *	3.33	3.69	-.36
	5	94.3	5.01	4.62	+.39	5.21	4.68	+.53	4.80	4.93	-.13	5.11	4.93	+.18
RED HOUSE	3	95.5	3.77	3.25	+.52	3.48	3.30	+.18	3.98	3.68	+.30	3.71	3.35	+.36
	5	99.1	4.81	5.04	-.23	5.31	5.09	+.22	5.11	5.33	-.22	5.40	5.31	+.09
SWAN MEADOW	3	100.6	3.91	3.57	+.34	4.23	3.64	+.59 *	4.76	4.02	+.74 *	4.23	3.65	+.58 *
	5	96.1	5.24	4.78	+.46	5.93	4.84	+1.09 *	6.46	5.08	+1.38 *	6.21	5.07	+1.14 *
	7	114.2	7.56	8.28	-.72	8.12	8.19	-.07	8.74	8.22	+.52	9.49	8.46	+1.03 *
YODER	3	101.5	3.81	3.63	+.18	3.77	3.70	+.07	4.27	4.08	+.19	3.71	3.70	+.01
	5	109.2	6.43	5.93	+.50	6.59	5.94	+.65 *	6.63	6.17	+.46	6.45	6.12	+.33
	7	106.0	7.07	7.39	-.32	7.20	7.37	-.17	7.73	7.44	+.29	8.31	7.62	+.69 *
BLOOMINGTON	3	97.3	3.29	3.36	-.07	3.48	3.42	+.06	3.50	3.80	-.30	3.33	3.46	-.13
	5	96.1	4.93	4.78	+.15	5.02	4.84	+.18	4.93	5.08	-.15	4.85	5.07	-.22
	7	94.4	6.26	6.13	+.13	6.95	6.20	+.75 *	7.17	6.33	+.84	7.35	6.43	+.92 *
ROUTE 40	3	92.3	2.93	3.04	-.11	3.37	3.08	+.29	3.50	3.47	+.03	3.38	3.17	+.21
	5	100.7	4.49	5.18	-.69	4.88	5.22	-.34	4.84	5.46	-.62	5.55	5.44	+.11
	7	103.2	7.15	7.08	+.07	7.49	7.08	+.41	7.04	7.17	-.13	8.01	7.33	+.68 *
N. GARRET JR SR HI	7	100.3	6.67	6.77	-.10	7.02	6.79	+.23	6.95	6.89	+.06	7.32	7.03	+.29
	9	101.4	8.61	8.43	+.18	8.67	8.37	+.30	8.10	8.40	-.30	8.63	8.52	+.11
S. GARRETT JR SR HI	7	99.3	6.60	6.66	-.06	6.80	6.69	+.11	6.43	6.80	-.37	[illegible]	6.93	+.06
	9	99.9	8.18	8.26	-.08	8.27	8.20	+.07	7.02	8.25	-.33	[illegible]	8.36	+.19

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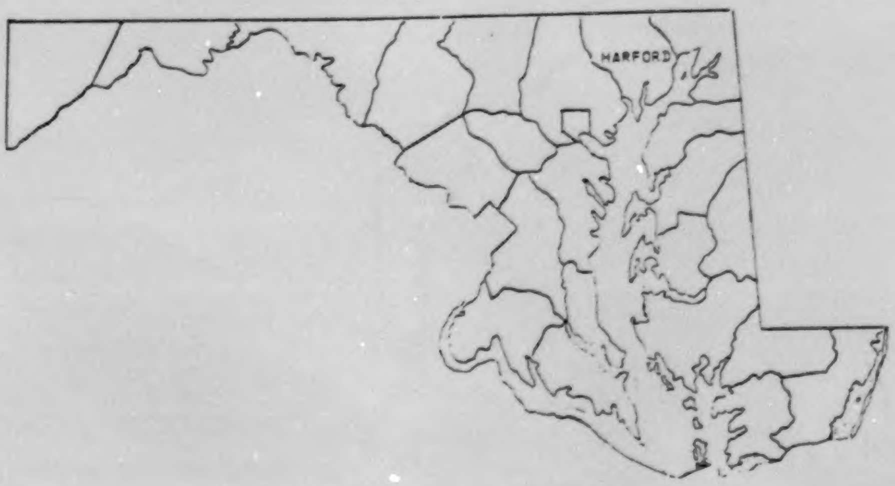
‡ SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

4.2.13 Harford County



A. Present Status of the Accountability Program

The Harford County public schools have responded to the accountability effort in Maryland by developing systemwide goals and school objectives, and by participating in the statewide assessment program according to guidelines provided by the Maryland State Department of Education. Systemwide goals in reading, writing, and mathematics, based upon state goals, were developed and adopted by the Board of Education during the 1973-74 school year. These goals can be found in the Maryland Accountability Program Report, School Year 1973-74. Following the completion of the systemwide goals, plans for the development of local school objectives in reading, writing, and mathematics were designed and implemented.

Throughout the objective-writing effort, which involved faculties, building administrators, and central office specialists, emphasis was placed on the uniqueness of school needs and the necessity for maximum involvement of the local school staff and parents in order to ensure the responsiveness of the objectives to those needs.

The process used to develop school objectives required considerable inservice preparation of school leadership personnel by the County Accountability Resource Team. In September 1974, each school was asked to develop an action plan detailing the activities to be undertaken in developing its objectives. The plan was designed to identify each specific activity to be accomplished in completing the objectives, the person(s) responsible for that activity, and the date by which the activity must be completed. Attempting to assist schools in the development of their action plans, the team conducted a half-day workshop in September 1974. At that workshop, the criteria to be observed in preparing the action plan were discussed with the principals and supervisors. By October, each school had submitted its action plan to the Central Accountability Committee and had begun the task of writing its objectives.

The action plan submitted by each school indicated that the objectives were to reflect the instructional priorities of the school and that they were to be completed on schedule and according to the proper form. Among the other aspects of the various plans were the following:

- Provision for involvement by the school curriculum committees;
- Delegation of primary responsibility for the actual writing of the objectives to faculty members with particular expertise in reading, writing, and mathematics;
- Provision for involvement of the total faculty in the development of the objectives;
- Provision for participation by parents in the process of reviewing the school's objectives;
- The establishment of procedures for regularly reviewing all available information regarding the school's progress toward the attainment of its objectives, including standardized test scores; and
- Provision for modifying existing programs when the information suggests a need to do so.

In each school, a communication plan was also developed to provide for a continuous flow of information among school leadership, faculty, and parents regarding the progress being made by the school toward becoming fully accountable and the potential of educational accountability for improving the education offered to children and youth.

The reviewing process conducted by the Central Accountability Committee during February and March 1975 had several distinct steps. First, three major responsibilities were assigned to local school leadership:

- Prior to submitting school objectives to the Central Accountability Committee, the principal and supervisor of each school were to review the school objectives in order to ascertain their appropriateness to the abilities and needs of the students in their school.
- The school objectives were to reflect accurately the instructional priorities of the school in the areas of reading, writing, and mathematics.
- The school objectives were to be written in an acceptable form. Members of the Resource Team could be consulted for assistance in this area.

After the school objectives were submitted to the Central Accountability Committee, screening groups comprised of members of that committee reviewed all the objectives in order to determine their conformity to county goals. Then the chairman of the Central Accountability Committee met with each principal and supervisor to review the objectives and, whenever necessary, to request changes. Revisions were then made by each school and sent to the Central Accountability Committee for review and final approval.

On March 24, 1975, the Superintendent of Schools was notified by the Central Accountability Committee that every school had developed objectives that were acceptable and that supported the goals of the Harford County public school system.

For the remainder of the school year 1974-75, schools concentrated on the implementation of their stated objectives and on improved communication within their respective communities concerning all aspects of the accountability program.

B. Local Assessment Activities

The variety of local assessment activities designed to supplement the state-mandated Accountability Assessment Program are being implemented in Harford County public schools. The Metropolitan Readiness Test (MRT) is being administered in May to all kindergarten students. This instrument measures a child's competency in certain skills, and the tasks that are essential to his/her success in the first grade. The MRT has been found to be extremely useful as a predictor of later school performance. The results are carefully examined by teachers, building principals, and county supervisors in determining the appropriate instructional placement of the child. The only other assessment instrument administered countywide is the Differential Aptitude Test, which is given at mid-year to eighth grade students in an effort to provide them with information that will be useful in their selection of programs and courses in high school.

A survey of all elementary and secondary schools in the county reveals a variety of approaches to assessment. The majority of schools, however, find the mandated program[1] sufficient for their needs, when supplemented by teacher-made tests or tests supplied by textbook publishers that are administered to classes as part of their regular instructional activities. A few schools also reported fairly extensive use of standardized or locally-developed tests, particularly in reading and mathematics. In several schools, county-developed diagnostic tests in reading and mathematics are administered at the discretion of the teacher. In addition, a commercially-prepared series of criterion-referenced tests in reading and mathematics were piloted successfully last year in one elementary school, and will be used in three additional schools in 1975-76.

Secondary schools varied similarly in their use of additional assessment instruments. One middle school, for example, reported widespread use of the Gates-MacGinitie Test in reading, the CTBS in language, and SRA tests in science and mathematics. The Gates-MacGinitie Test is also administered in a junior-senior high school, supplemented by the Direct Educational System Test in reading.

The diversity of assessment practices in Harford County schools clearly reflects the belief held by the school system that a school assessment program must satisfy the unique needs and characteristics of the programs and students in that school. From an instructional standpoint, the major purpose of the assessment program is to provide specific information to teachers and administrators concerning student achievement or failure to achieve the determined objectives. Since these objectives are properly sensitive to the needs and wishes of the individual school, it follows that assessment techniques are best determined at the school level.

C. Comments on Accountability Assessment Results

Examination of the results of the Year II Assessment Program in the Harford County public schools reveals that the achievement of students and schools exceeds the average achievement of students throughout the State of Maryland, and is higher in all of the basic skills and at each of the grade levels tested. Further analysis of the scores indicates that this level of achievement was attained in spite of the fact that the results of the nonverbal ability test in Harford County were somewhat lower than in the previous year of testing.

Since one of the purposes of accountability testing is to locate those schools that show exceptionally high levels of achievement so that their programs and methods may be analyzed and adopted for use throughout the county and the state, it is significant to note that three elementary schools and one middle school obtained outstandingly high scores in reading comprehension, and that one elementary school also performed exceptionally well in vocabulary. Several other schools earned scores that were very close to such distinction, and a considerable number exceeded the typical performance of comparable schools in Maryland in each achievement area. The fact that no school obtained significantly low scores in any achievement area is of equal importance.

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[1] For 14 schools receiving funds under ESEA Title I, the Metropolitan Achievement Test is also mandated in Grades 1 and 2.

There seems to be no plausible explanation for the slightly lower scores in the average county performance on the nonverbal ability test. It should be remembered, however, that different students were tested and that their scores are within reasonable expectations.

D. Program Modification Activities

A survey of Harford County public schools indicated that considerable program modification activities are being implemented at all grade levels. These activities include not only alternative instructional materials and teaching techniques, but also innovative organizational practices such as team-teaching, individualization of instruction, and a variety of approaches to the grouping of students for instruction. Throughout the school system, major emphasis is being placed upon the three basic skill areas -- reading, writing, and mathematics -- for which school objectives have been developed. In all cases, these objectives have served as the basis for program modification activities, although instructional priorities have been suggested by student performance on the Iowa Tests of Basic Skills. The results of an item analysis of the ITBS subtests were made available to all schools last fall. Evidence suggests that in every school careful study has been made of student performance on the items,[2] and that this performance has been an important factor in program planning.

While the bulk of modification activities has occurred in reading, language, and mathematics in the elementary schools, several schools have also reported modifications in skill and content sequencing, and in the integration of study skills into the curriculum. One school emphasized the development of individualized programs for children who were identified by the ITBS as "deficient" in reading. Another indicated that local assessment activities had led to the implementation of alternative instructional programs for kindergarten children who were identified at the beginning of the year as potential highrisk, average, or gifted readers. Much additional effort in reading has been devoted to the development of instructional strategies and materials designed to improve students' functional reading competencies.

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[2] The format of the item analysis provided for the grouping of items representing specific skills.

The language arts area, including writing, grammar, usage, and spelling, has also been addressed by many elementary schools. For example, an innovative, individualized spelling program has been introduced in one school, while another has begun to implement a program in creative writing and literature for gifted children.

In mathematics, acknowledgment has been made by the elementary schools of individual differences in ability and achievement through the implementation of more flexible organizational practices such as regrouping, individualization, mixed large and small group instruction, and by the development in one school of special mathematics activities for gifted children.

At the secondary level, the results of Year I assessment have also been translated into program modification, principally in the areas of reading, language, and mathematics. In addition to intensive work in the development of activities and materials for the teaching of functional reading skills, secondary schools report that efforts are being made to meet the needs of all students by individualizing the reading program, and by providing special remedial instruction to children with deficiencies in reading.

In the language arts, middle and high schools have responded to student deficiencies identified through assessment by developing new writing courses, including a two-year sequential composition program and a "Survival Writing" program, and by introducing additional instructional units in grammar and usage.

Finally, in mathematics, many secondary schools report that additional emphasis is being placed upon "functional mathematics," including basic facts, computational skills, and problem-solving. One secondary school has re-evaluated its mathematics program in light of both the school objectives and its assessment results and is in the process of preparing a resource book for teachers that will provide further assistance with instructional activities and describe the use of instructional materials in mathematics.

In summary, the program modification activities that have been implemented thus far demonstrate that the teachers and administrators in Harford County are responding constructively and creatively to the challenge of accountability. As greater sophistication in the use of assessment results is acquired, it is expected that new programs will be developed and present programs will continue to be adapted to meet the diverse needs of the students.

E. Unmet Needs for Resources to Permit Improvement of Programs and Services

The conscientious efforts of the staff of the Harford County public schools in developing system goals and school objectives and in implementing and utilizing the accountability assessment program demonstrate a strong commitment to accountability. However, the goals and objectives that have been established as a result of the accountability program will be difficult to attain unless certain additional needs are met. The primary need is for the provision of sufficient additional time for the staff to develop and implement the total program. This need will become increasingly severe as additional program and instructional deficiencies are revealed through assessment results. The additional funding required to meet this need, however, has not been provided, and it seems evident that without it the steps necessary to overcome these deficiencies cannot be taken. As a result, the real intent of the accountability program will not be accomplished.

Unmet needs also remain in the areas of measurement and evaluation. Since the instruments currently used for statewide assessment do not address all of the state and system goals, it is evident that statewide efforts to identify and develop more appropriate and comprehensive instruments must be strengthened. Moreover, local efforts must be made to determine valid and reliable techniques for measuring accomplishment of the school objectives.

In spite of the aforementioned unmet needs, the Harford County school system is responding positively to the opportunities that are presented by the Maryland Accountability Program for improving the instructional services to its youth. The ability of the state and of the local system to sustain a positive point of view and to maintain interest and effort as the accountability program is expanded in scope and continued over an extended period of time may well be the most crucial of the unmet needs.

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
129,994	12,472	8.2

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.1	12.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1974)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
33,365	$12,049	$19,465	9.1	15.6

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
29.3%	18.4	94.9%

C. FINANCIAL CHARACTERISTICS (FOR 1973-1974 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$968.77	$731.39	75.5%	$23.58

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.4%	$8.11	0.8%

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‡ SEE CHAPTER 3, PAGES 60-65, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

HARFORD COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE‡

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	2532	96.92	25	102.8	16.11	3.89	1.09
	5	2790	97.71	25	102.7	15.50	5.64	1.48
	7	2820	92.45	6	102.3	15.25	7.41	1.74
	9	2586	83.99	6	102.6	15.75	8.93	1.85
(2) READING COMPREHENSION	3	2532	96.92	25	102.8	16.11	3.93	1.22
	5	2790	97.71	25	102.7	15.50	5.69	1.42
	7	2820	92.45	6	102.3	15.25	7.50	1.64
	9	2586	83.99	6	102.6	15.75	8.93	1.73
(3) SPELLING	3	2532	96.92	25	102.8	16.11	4.34	1.29
	5	2790	97.71	25	102.7	15.50	5.82	1.68
	7	2820	92.45	6	102.3	15.25	7.42	1.96
	9	2586	83.99	6	102.6	15.75	8.60	2.06
(4) CAPITALIZATION	3	2532	96.92	25	102.8	16.11	4.07	1.25
	5	2790	97.71	25	102.7	15.50	5.83	1.61
	7	2820	92.45	6	102.3	15.25	7.47	1.95
	9	2586	83.99	6	102.6	15.75	8.83	2.11
(5) PUNCTUATION	3	2532	96.92	25	102.8	16.11	4.12	1.40
	5	2790	97.71	25	102.7	15.50	5.65	1.58
	7	2820	92.45	6	102.3	15.25	7.29	1.98
	9	2586	83.99	6	102.6	15.75	8.52	2.13

‡ SEE CHAPTER 3, PAGES 66-67, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE# (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	2532	96.92	25	102.8	16.11	3.90	1.37
	5	2790	97.71	25	102.7	15.50	5.60	1.68
	7	2820	92.45	6	102.3	15.25	7.36	2.00
	9	2586	83.99	6	102.6	15.75	8.48	2.15
(7) LANGUAGE TOTAL	3	2532	96.92	25	102.8	16.11	4.11	1.16
	5	2790	97.71	25	102.7	15.50	5.72	1.44
	7	2820	92.45	6	102.3	15.25	7.38	1.73
	9	2586	83.99	6	102.6	15.75	8.66	1.85
(8) MATHEMATICAL CONCEPTS	3	2532	96.92	25	102.8	16.11	3.80	.95
	5	2790	97.71	25	102.7	15.50	5.66	1.32
	7	2820	92.45	6	102.3	15.25	7.50	1.56
	9	2586	83.99	6	102.6	15.75	9.05	1.81
(9) MATHEMATICAL PROBLEMS	3	2532	96.92	25	102.8	16.11	3.75	1.07
	5	2790	97.71	25	102.7	15.50	5.47	1.30
	7	2820	92.45	6	102.3	15.25	7.15	1.59
	9	2586	83.99	6	102.6	15.75	8.60	1.77
(10) MATHEMATICAL TOTAL	3	2532	96.92	25	102.8	16.11	3.77	.95
	5	2790	97.71	25	102.7	15.50	5.56	1.23
	7	2820	92.45	6	102.3	15.25	7.33	1.48
	9	2586	83.99	6	102.6	15.75	8.82	1.68

SEE CHAPTER 3, PAGES 68-69, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

HARFORD COUNTY

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES*

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975
NONVERBAL ABILITY	3	102.5	102.8
	5	104.5	102.7
	7	102.6	102.3
	9	105.2	102.6
VOCABULARY	3	3.85	3.89
	5	5.61	5.64
	7	7.39	7.41
	9	9.05	8.93
READING COMPREHENSION	3	3.93	3.93
	5	5.68	5.69
	7	7.41	7.50
	9	8.89	8.93
LANGUAGE TOTAL	3	4.08	4.11
	5	5.75	5.72
	7	7.37	7.38
	9	8.80	8.66
MATHEMATICAL TOTAL	3	3.71	3.77
	5	5.61	5.56
	7	7.35	7.33
	9	8.97	8.82

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* SEE CHAPTER 3, PAGES 70-71, FOR DEFINITION OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD ALSO BE NOTED THAT THE SCORES REPORTED FOR YEAR I AND YEAR II ARE FROM DIFFERENT STUDENT POPULATIONS.

HARFORD COUNTY (BAKER FIELD - MEADOWVALE)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
BAKERFIELD	K-5	684	21.7	95.6	29.5	2.0	10.8	17.5	19.0	9.6	12.2	10,638
BEL AIR	K-6	796	21.7	96.2	34.7	2.0	11.1	8.5	19.1	8.3	12.2	12,475
CHURCHVILLE	K-6	562	19.1	96.0	27.5	2.0	8.3	17.5	16.9	7.9	11.7	10,594
DARLINGTON	K-5	259	17.3	95.7	14.0	1.0	13.3	14.5	20.0	13.6	11.0	9231
DEERFIELD	K-6	663	19.8	95.6	31.5	2.0	6.1	28.7	20.9	6.9	12.1	9834
DUBLIN	K-6	469	16.7	96.0	26.0	2.0	9.2	18.5	17.9	14.4	10.8	9098
EDGEWOOD CEDAR DRIVE	K-5	915	16.5	94.5	52.5	3.0	6.7	9.5	17.1	10.2	12.3	10,138
FOREST HILL	K-6	483	19.3	96.2	23.0	2.0	8.6	10.5	24.0	4.9	12.1	12,146
HALLS CROSS ROADS	P-5	592	17.7	94.5	31.5	2.0	9.7	13.3	28.3	15.4	12.1	8505
HAVRE DE GRACE	P-5	739	19.7	94.5	35.5	2.0	11.5	10.5	24.0	13.2	11.1	9476
HICKORY	K-6	918	20.6	96.0	42.5	2.0	10.2	12.5	33.7	11.4	12.1	12,030
HIGHLAND	K-6	435	19.1	94.8	21.8	1.0	10.1	15.5	34.2	9.1	10.9	8789
HILLSDALE	K-5	480	16.3	95.8	27.5	2.0	10.0	21.5	33.9	6.9	11.4	8940
HOMESTEAD	4-6	848	21.7	97.1	37.0	2.0	10.6	10.3	35.9	3.7	12.2	13,295
JARRETTSVILLE	K-6	738	22.6	96.2	30.7	2.0	9.4	21.7	19.9	8.6	11.5	10,670
JOPPATOWNE	K-6	764	20.4	97.1	35.5	2.0	7.5	18.0	29.3	2.6	12.4	12,863
MAGNOLIA	K-6	740	21.4	96.0	32.5	2.0	3.2	13.5	20.3	5.8	NA	NA
MEADOWVALE	K-5	621	19.7	96.0	29.5	2.0	12.3	12.5	22.2	6.8	11.5	10,154

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

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TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES‡

HARFORD COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
BAKERFIELD ELEM	3	103.5	3.79	3.76	+.03	3.95	3.83	+.12	4.18	4.21	-.03	3.75	3.81	-.06
	5	103.1	5.79	5.39	+.40	5.87	5.43	+.44	5.02	5.66	+.26	5.48	5.63	-.15
BEL AIR ELEM	3	104.3	4.03	3.81	+.22	3.98	3.89	+.09	4.15	4.27	-.12	3.82	3.86	-.04
	5	106.3	6.02	5.68	+.34	6.00	5.70	+.30	6.12	5.93	+.19	5.77	5.89	-.12
CHURCHVILLE ELEM	3	102.7	3.91	3.71	+.20	4.03	3.78	+.25	4.14	4.16	-.02	3.80	3.77	+.03
	5	104.9	5.50	5.55	-.05	5.58	5.58	+.00	5.55	5.81	-.26	5.46	5.78	-.32
DARLINGTON ELEM	3	100.8	3.84	3.59	+.25	3.90	3.65	+.25	4.13	4.04	+.09	3.76	3.66	+.10
	5	94.0	5.18	4.59	+.59	5.37	4.66	+.71 *	5.15	4.90	+.25	4.90	4.91	-.01
DEERFIELD ELEMENTARY	3	101.4	3.69	3.63	+.06	3.90	3.69	+.21	3.79	4.08	-.29	3.68	3.69	-.01
	5	103.1	5.44	5.39	+.05	5.53	5.43	+.10	5.50	5.66	-.16	5.38	5.63	-.25
DUBLIN ELEM	3	101.6	3.77	3.64	+.13	3.97	3.71	+.26	4.05	4.09	-.04	3.72	3.70	+.02
	5	101.7	5.42	5.27	+.15	5.55	5.31	+.24	5.43	5.55	-.12	5.43	5.52	-.09
EDGEWOOD--CEDAR DRIVE	3	94.7	3.14	3.19	-.05	3.17	3.24	-.07	3.38	3.63	-.25	3.10	3.30	-.20
	5	97.1	5.14	4.86	+.28	5.12	4.92	+.20	5.18	5.16	+.02	5.16	5.15	+.01
FOREST HILL ELEM	3	100.8	4.17	3.59	+.58	4.33	3.65	+.68 *	4.28	4.04	+.24	4.02	3.66	+.36
	5	104.6	5.55	5.53	+.02	5.69	5.55	+.14	5.75	5.79	-.04	5.50	5.75	-.25
HALLS CROSS ROADS	3	99.9	3.42	3.53	-.11	3.42	3.59	-.17	3.70	3.98	-.28	3.57	3.61	-.04
	5	93.0	4.83	4.50	+.33	4.98	4.57	+.41	5.14	4.82	+.32	5.10	4.83	+.27
HAVRE DE GRACE ELEM	3	98.5	3.73	3.44	+.29	3.77	3.50	+.27	4.23	3.88	+.35	3.46	3.53	-.07
	5	96.2	5.38	4.78	+.60	5.38	4.84	+.54	5.36	5.09	+.27	5.39	5.08	+.31
HICKORY ELEM	3	104.7	3.93	3.84	+.09	4.05	3.91	+.14	4.49	4.29	+.20	4.02	3.88	+.14
	5	106.5	5.68	5.69	-.01	5.81	5.71	+.10	5.79	5.95	-.16	5.57	5.90	-.33
HIGHLAND ELEM	3	97.7	3.73	3.39	+.34	3.66	3.44	+.22	4.01	3.83	+.18	3.58	3.48	+.10
	5	98.2	5.33	4.96	+.37	5.62	5.01	+.61	5.48	5.25	+.23	5.55	5.24	+.31
HILLSDALE	3	100.8	3.88	3.59	+.29	3.65	3.65	+.00	3.79	4.04	-.25	3.64	3.66	-.02
	5	102.8	5.08	5.37	-.29	5.14	5.40	-.26	5.25	5.64	-.39	5.21	5.61	-.40
HOMESTEAD ELEM	5	106.7	6.09	5.71	+.38	6.08	5.73	+.35	6.09	5.96	+.13	5.96	5.92	+.04
JARRETTSVILLE ELEM	3	99.1	3.87	3.48	+.39	3.72	3.54	+.18	3.86	3.92	-.06	3.57	3.56	+.01
	5	100.3	6.04	5.15	+.89 *	5.98	5.19	+.79 *	5.74	5.43	+.31	5.68	5.41	+.27
JOPPATOWNE ELEM	3	108.7	4.20	4.10	+.10	4.26	4.18	+.08	4.44	4.56	-.12	4.06	4.12	-.06
	5	104.7	6.08	5.54	+.54	6.04	5.56	+.48	6.10	5.80	+.30	5.77	5.76	+.01
MAGNOLIA ELEM	3	96.0	3.31	3.28	+.03	3.44	3.33	+.11	3.57	3.72	-.15	3.30	3.38	-.08
	5	96.6	5.26	4.82	+.44	5.22	4.88	+.34	5.14	5.12	+.02	5.16	5.11	+.05
MEADOWVALE ELEM	3	102.1	3.87	3.67	+.20	3.88	3.74	+.14	4.03	4.12	-.09	3.64	3.73	-.09
	5	102.0	5.76	5.30	+.46	5.73	5.33	+.40	6.01	5.57	+.44	5.64	5.54	+.10

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‡ SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

HARFORD COUNTY (NORRISVILLE - NORTH HARFORD SR JR)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

HARFORD 2

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
NORRISVILLE	K-6	276	21.9	93.6	11.6	1.0	12.8	11.0	52.4	7.3	10.9	9560
OAKINGTON	K-5	726	18.9	95.9	36.5	2.0	10.7	21.3	26.0	8.9	12.3	8339
PROSPECT MILL	K-6	506	16.6	96.7	28.5	2.0	5.2	11.5	26.2	11.2	11.9	11,747
RIVERSIDE	K-6	644	19.2	97.2	31.5	2.0	8.8	17.0	29.9	2.8	12.4	12,877
SLATE RIDGE	K-6	250	19.8	95.9	11.6	1.0	11.3	10.0	44.4	9.2	10.9	8631
WAKEFIELD	K-3	953	21.7	96.0	42.0	2.0	11.7	16.5	13.6	3.7	12.2	13,295
WM PACA OLD POST RD	K-5	883	19.6	94.7	42.0	3.0	8.7	15.8	26.7	6.6	11.2	10,554
YOUTHS BENEFIT	K-6	1,163	19.4	97.0	57.0	3.0	8.0	11.0	29.2	2.4	12.2	12,648
ABERDEEN MIDDLE	6-8	1,533	18.4	95.2	80.2	3.0	7.2	16.0	31.5	10.6	12.1	9407
EDGEWOOD MIDDLE	6-8	1,143	17.3	93.5	64.0	2.0	7.8	22.0	33.3	7.4	11.8	10,351
HARVE DE GRACE	6-8	867	18.1	93.2	46.0	2.0	8.9	12.0	27.1	11.0	11.2	9624
ABERDEEN SR HIGH	9-12	1,719	17.4	91.8	95.0	4.0	9.0	18.4	45.5	11.3	12.1	9410
BEL AIR MIDDLE	7-8	2,074	18.2	96.0	111.0	3.0	8.1	16.3	34.2	6.5	12.1	12,386
BEL AIR SR HIGH	9-12	3,207	18.2	95.5	171.0	5.0	9.1	17.2	40.9	7.5	12.1	12,386
EDGEWOOD SR HIGH	9-12	1,293	17.0	91.5	73.0	3.0	10.0	18.0	40.8	7.7	12.0	10,688
HARVE DE GRACE SR	9-12	879	16.9	90.7	50.0	2.0	8.1	20.0	28.8	11.9	11.2	9624
JOPPATOWNE JR SR	7-12	1,510	18.6	93.4	78.0	3.0	5.3	16.3	29.6	5.0	12.3	12,419
NORTH HARFORD SR JR	7-12	1,833	19.5	94.2	91.0	3.0	9.4	12.5	35.1	10.1	11.1	9687

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‡ SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

HARFORD COUNTY (NORRISVILLE - NORTH HARFORD SR JR)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

HARFORD COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
NORRISVILLE ELEM	3	103.9	3.92	3.79	+.13	3.94	3.86	+.08	4.23	4.24	-.01	3.74	3.84	-.10
	5	104.2	5.47	5.49	-.02	5.51	5.52	-.01	5.20	5.76	-.56	5.60	5.72	-.12
OAKINGTON ELEMENTARY	3	103.5	3.84	3.76	+.08	3.92	3.83	+.09	4.37	4.21	+.16	3.86	3.81	+.05
	5	103.3	5.22	5.41	-.19	5.48	5.44	+.04	6.06	5.68	+.38	5.78	5.65	+.13
PROSPECT HILL	3	104.8	4.15	3.84	+.31	4.01	3.92	+.09	4.07	4.30	-.23	3.85	3.89	-.04
	5	104.0	6.04	5.47	+.57	5.86	5.50	+.36	5.76	5.74	+.02	5.70	5.70	+.00
RIVERSIDE	3	107.4	4.24	4.01	+.23	4.41	4.09	+.32	4.38	4.47	-.09	4.12	4.04	+.08
	5	107.7	6.16	5.80	+.36	6.03	5.82	+.21	6.33	6.05	+.28	5.94	6.00	-.06
SLATE RIDGE ELEM	3	101.3	3.96	3.62	+.34	4.08	3.69	+.39	4.15	4.07	+.08	3.76	3.69	+.07
	5	102.0	5.42	5.30	+.12	5.28	5.33	-.05	4.99	5.57	-.58	5.39	5.54	-.15
WAKEFIELD ELEM	3	110.5	4.43	4.21	+.22	4.45	4.30	+.15	4.63	4.68	-.05	4.28	4.22	+.06
WM PACA OLD POST RD	3	97.8	3.43	3.39	+.04	3.42	3.45	-.03	3.46	3.84	-.38	3.38	3.48	-.10
	5	100.9	5.37	5.20	+.17	5.57	5.24	+.33	5.59	5.48	+.11	5.36	5.46	-.10
YOUTHS BENEFIT ELEM	3	106.6	4.27	3.96	+.31	4.32	4.04	+.28	4.43	4.42	+.01	4.09	3.99	+.10
	5	105.5	6.03	5.61	+.42	5.99	5.63	+.36	5.85	5.86	-.01	5.72	5.82	-.10
ABERDEEN MIDDLE	7	100.3	7.01	6.77	+.24	7.15	6.79	+.36	7.01	6.89	+.12	6.95	7.03	-.08
EDGEWOOD MIDDLE	7	98.9	6.99	6.61	+.38	7.14	6.65	+.49	7.05	6.76	+.29	6.99	6.89	+.10
HARVE DE GRACE	7	96.5	6.91	6.35	+.56	7.20	6.41	+.79 *	7.02	6.53	+.49	6.94	6.64	+.30
ABERDEEN SR HIGH	9	101.3	8.58	8.42	+.16	8.61	8.36	+.25	8.26	8.39	-.13	8.45	8.51	-.06
BEL AIR MIDDLE	7	105.3	7.82	7.31	+.51	7.83	7.30	+.53	7.71	7.37	+.34	7.62	7.55	+.07
BEL AIR SR HIGH	9	106.3	9.42	9.00	+.42	9.41	8.94	+.47	9.14	8.89	+.25	9.33	9.05	+.28
EDGEWOOD SR HIGH	9	98.9	8.68	8.14	+.54	8.65	8.08	+.57	8.38	8.16	+.22	8.59	8.25	+.34
HAVRE DE GRACE SR	9	98.5	8.51	8.10	+.41	8.46	8.03	+.43	8.18	8.12	+.06	8.22	8.21	+.01
JOPPATOWNE JR SR	7	103.8	7.77	7.15	+.62	7.81	7.14	+.67	7.69	7.23	+.46	7.53	7.39	+.14
	9	103.4	9.14	8.67	+.47	9.00	8.60	+.40	8.74	8.60	+.14	8.91	8.74	+.17
NORTH HARFORD SR JR	7	103.2	7.28	7.08	+.20	7.34	7.08	+.26	7.27	7.17	+.10	7.47	7.33	+.14
	9	100.4	8.53	8.32	+.21	8.68	8.26	+.42	8.49	8.30	+.19	8.59	8.42	+.17

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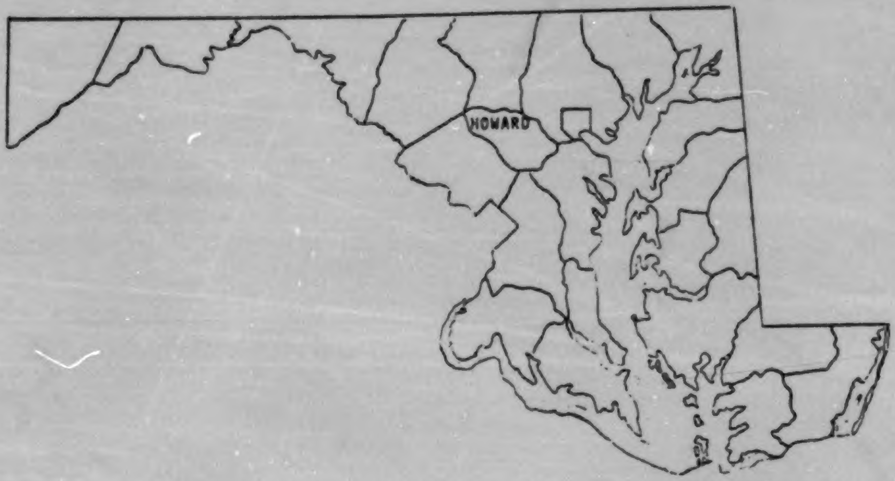
* SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

4.2.14 Howard County



Introduction

The Howard County public school system continues to be the most rapidly growing system in the state. Between 1969 and 1974, Howard County's public schools show a 46.5 percent increase in enrollment. In the same period, the state school system averaged a 0.2 percent increase. Much of this increase has been related to the migration of students into the county. This migration is due largely to the development of the City of Columbia.

Responsive to the anticipated needs of this changing pupil population, the staff of the Howard County public schools planned and implemented the educational strategies of increased individualization, nongraded classes, team teaching, and open enrollment. Further, objective-based instruction is becoming an ongoing process in curriculum and program development.

A. Present Status of the Accountability Program

Howard County's activities during the first year of the accountability program were directed toward aligning county goals in reading, writing, and mathematics with the goals specified in the State Accountability Model. These activities were coordinated by a county committee of teachers, principals, and supervisors. During this first year, the committee accomplished the following tasks:

- Translated the state goals into county goals and behavioral objectives;
- Determined the grade placement at which each objective should be achieved across all schools in Howard County; and
- Assembled the objective statements and recommended achievement levels by subject area into objective handbooks and distributed these handbooks to individual schools.

Accountability activities during the second year of the program have been directed toward the implementation of these objectives at the individual school level. It was the responsibility of each school to use the objective handbooks as guides in predicting the grade levels at which 80 percent of the students within a school would master each objective. Additionally, each school was to identify the types of measures to be used to assess student successes in achieving the behavior specified in the objective. This grade placement activity was a carefully monitored process as shown in the Monitoring Flowchart at the end of this narrative. The term "flowchart" applies to the fact that the objective-setting process is graphically depicted as a sequence of six procedural stages. All steps within each stage are identified sequentially; all foreseeable outcomes at each step are shown; and the steps following each outcome are designated.

Each school in the system has submitted plans indicating the grade levels at which each objective identified in the objective handbooks is expected to be mastered. Each set of plans has been monitored, and all schools are currently implementing these instructional objectives.

B. Local Assessment Activities

Norm-referenced instruments have been emphasized in the State Accountability Program. In the traditional sense, these instruments have made available to local decisionmakers, information that allows an individual student, a school, or a school system to be compared with some well-defined group or groups that took the test under similar conditions. In the nontraditional sense, the State Accountability Program has allowed local decisionmakers to measure more directly the impact of an instructional program on a student population by allowing meaningful comparisons between similar student populations attending schools in the state. This unique feature of the Maryland Accountability Program has added precision to the evaluation process. However, the instruments currently being used in the accountability program do not have the specificity nor are they implemented in a design that allows for the identification of specific skills a student needs to master while there is still time left in the academic year to teach these skills.

Howard County's assessment activities are directed at the development and implementation of an objective-based testing approach in Grades K-8 that may alleviate these weaknesses. The objective-based tests will identify the skills a student cannot perform prior to and during the instructional process. Once this information is gathered, the student is placed at the proper step in an instructional sequence. Learning is measured in terms of the new skills a student can perform at the end of the academic year.

The differences in specificity and interpretation reflect the differing purposes of these tests. It is well that both kinds of tests will exist in the county. Instructional decisionmakers need both the specificity of the objective-based tests and the comparative characteristics of the norm-referenced measures to assess curriculum across school systems.

C. Comments on Accountability Assessment Results

The 1974-75 accountability data provided by the Maryland Accountability Assessment Program indicate the level at which students are performing at the time of testing. These data, when analyzed alone, do not indicate growth in academic achievement. Therefore, the 1974-75 data were compared with data collected over the past five years so that academic progress within and across grades could be determined. It is from this point of view that the following analysis is made.

1. Within Grades

This analysis indicates that, when comparing the 1974-75 Iowa Tests results with Iowa baseline data in 1970-71, student achievement as measured in grade equivalents continues in an upward trend in terms of subtest totals and composite scores in Grades 3, 5, and 7.

When comparing the 1974-75 Iowa Tests results with 1973-74 Iowa baseline data, student achievement levels in 1974-75, as measured in grade equivalents, have been maintained at the relatively high levels achieved in 1973-74 in Grade 3, have increased in Grade 5 and 7, and have maintained the 9.2 grade equivalent composite score achieved in 1973-74 for Grade 9. This conclusion is supported by the following:

Grade 3

With 1970-71 test scores as baseline, county mean scores increased from 3.9 to 4.2 (three months) in vocabulary, increased from 4.0 to 4.2 (two months) in reading, increased 4.1 to 4.5 (four months) in total language skills, and from 3.9 to 4.0 (one month) in total arithmetic skills, while general ability levels increased 1.3 units (106.4 to 107.7).

With 1973-74 test scores as baseline, county mean scores increased from 4.1 to 4.2 (one month) in vocabulary, increased from 4.1 to 4.2 (one month) in reading, and remained the same in total language skills (4.5) and total arithmetic skills (4.0), while general ability levels remained approximately the same (107.4 to 107.7).

Grade 5

With 1970-71 test scores as baseline, county mean scores increased from 5.9 to 6.1 (two months) in vocabulary, increased from 5.7 to 6.0 (three months) in reading, increased from 5.7 to 6.2 (five months) in total language skills, and increased from 5.6 to 6.1 (five months) in total arithmetic skills, while general ability levels decreased 0.9 units (107.6 to 106.7).

With 1973-74 test scores as baseline, county mean scores increased from 5.9 to 6.1 (two months) in vocabulary, increased from 5.9 to 6.0 (one month) in reading, increased from

6.1 to 6.2 (one month) in total language skills, and increased from 6.0 to 6.1 (one month) in total arithmetic skills, while general ability levels increased 1.2 units (105.5 to 106.7).

Grade 7

With 1972-73 test scores as baseline, the oldest available baseline, county mean scores increased from 7.6 to 7.7 (one month) in vocabulary, increased from 7.2 to 7.6 (four months) in reading, increased from 7.2 to 7.7 (five months) in total language skills, and increased from 6.9 to 7.7 (eight months) in total arithmetic skills, while general ability levels decreased 4.4 units (108.7 to 104.3).

With 1973-74 test scores as baseline, county mean scores increased 7.6 to 7.7 (one month) in vocabulary, 7.5 to 7.6 in reading, 7.6 to 7.7 in total language skills, and 7.6 to 7.7 in total arithmetic skills, while general ability levels decreased 1.5 units (105.8 to 104.3).

Grade 9

Only two testing points are available for Grade 9: one testing point in 1973-74 and one testing point in 1974-75. This lack of data prevents a clear trend line from being established and may cloud instructional impact with student population differences.

However, with 1973-74 test scores as baseline, county mean scores decreased from 9.3 to 9.2 (one month) in vocabulary, decreased from 9.2 to 9.1 (one month) in reading, remained at 9.1 in total language skills, decreased from 9.1 to 9.0 in total arithmetic skills, and remained at 9.2 for the composite score, while general ability levels increased 0.7 units (105.3 to 106.0).

2. Across Grades

Grade 3

The mean Iowa composite score of students tested in the eighth month of instruction is 4.2 grade equivalents. This county mean composite score is well above the national norm by approximately four months. The county subtest scores in vocabulary, reading comprehension, language total, and mathematics total average approximately five months above the state norms on each respective subtest.

Grade 5

The mean Iowa composite score of students tested in the eighth month of instruction is 6.1 grade equivalents. This county mean score is above the national norm by approximately three months. The county subtest scores in vocabulary, reading comprehension, language total, and mathematics total average approximately seven months above the state norms on each respective subtest.

Grade 7

The mean Iowa composite score of students tested in the seventh month of instruction is 7.7 grade equivalents. This county mean score is equivalent to the national norm. The county subtest scores in vocabulary, reading comprehension, language total, and mathematics total average approximately seven months above the state norms on each respective subtest.

Grade 9

The mean Iowa composite score of students tested in the seventh month of instruction is 9.2 grade equivalents. This county mean score is below the national norm of 9.4 by approximately two months. The county subtest scores in vocabulary, reading comprehension, language total, and mathematics total average approximately six months above the state norms on each respective subtest.

The data in support of these conclusions may be viewed below. Achievement levels are reported in grade equivalents.

	Howard	State		Howard	State
Vocabulary			Language Total		
3	4.15	3.56	3	4.50	4.01
5	6.11	5.25	5	6.23	5.53
7	7.72	6.85	7	7.65	6.98
9	9.24	8.48	9	9.13	8.46
Reading Comprehension			Mathematics Total		
3	4.17	3.63	3	4.01	3.62
5	5.98	5.29	5	6.10	5.50
7	7.59	6.87	7	7.66	7.12
9	9.14	8.42	9	9.04	8.60

D. Program Modification Activities

Since accountability will place increased emphasis on student learning outcomes, instructional models are being refined that will provide more frequent feedback of learning outcomes to administrators and teachers during the instructional process. This increase in frequency of feedback will enable teachers to increase specificity of instruction and will result in program modifications and improvements that will assure that each student achieves his potential.

E. Unmet Needs for Resources to Permit Improvement of Programs and Services

The development of accountability support systems requires a reallocation of resources and the setting of different priorities at both the state and local level. Human resources skilled in psychometrics, objective-based instruction, and systems analysis are needed. Financial resources are needed to retrain staff, provide differentiated staffing, and develop support systems directed toward increased student learning rates. Such resources will be needed to permit improvement of those programs and services related to the Maryland Accountability Assessment Program.

HOWARD COUNTY ACCOUNTABILITY ASSESSMENT MONITORING FLOW CHART

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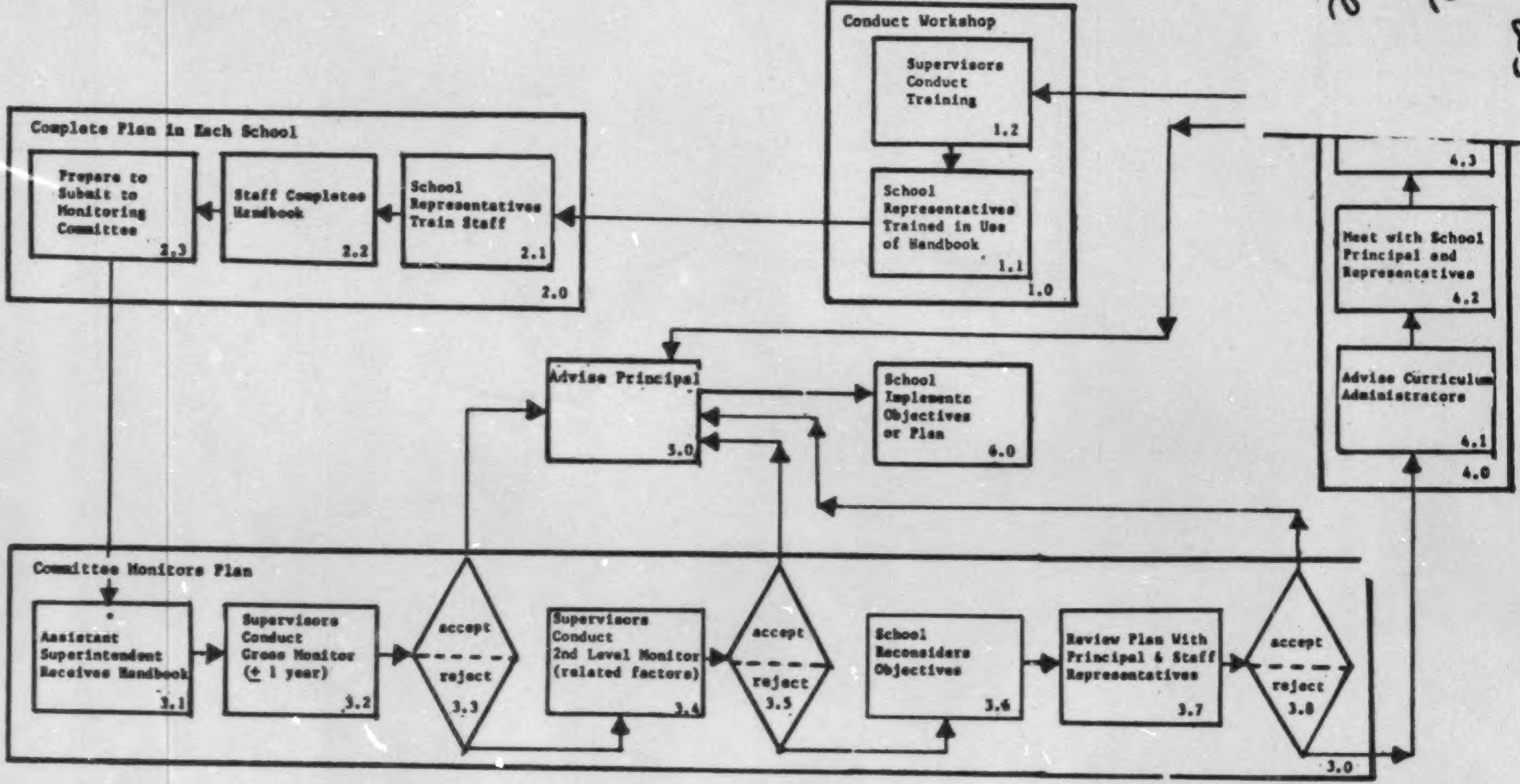
Conduct Workshop
Supervisors Conduct Training 1.2
School Representatives Trained in Use of Handbook 1.1
1.0
Complete Plan in Each School
Prepare to Submit to Monitoring Committee 2.3
Staff Completes Handbook 2.2
School Representatives Train Staff 2.1
2.0
Advise Principal 5.0
School Implements Objectives or Plan 6.0
4.3
Meet with School Principal and Representatives 4.2
Advise Curriculum Administrators 4.1
4.0
Committee Monitors Plan
Assistant Superintendent Receives Handbook 3.1
Supervisors Conduct Gross Monitor (± 1 year) 3.2
accept reject 3.3
Supervisors Conduct 2nd Level Monitor (related factors) 3.4
accept reject 3.5
School Reconsiders Objectives 3.6
Review Plan With Principal & Staff Representatives 3.7
accept reject 3.8
3.0

Revised 9/1/75

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
85,167	$16,086	5.0

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.4	12.3

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1974)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
23,123	$11,907	$20,040	7.8	17.9

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
33.1%	18.5	94.6%

C. FINANCIAL CHARACTERISTICS (FOR 1973-1974 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$1,122.80	$816.55	72.7%	$24.06

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.1%	$7.33	0.7%

‡ SEE CHAPTER 3, PAGES 60-65, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE‡

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	1708	96.55	23	108.1	15.68	4.15	1.11
	5	1975	99.65	23	107.9	14.96	6.11	1.49
	7	1854	99.14	10	106.1	14.85	7.72	1.73
	9	1909	86.90	6	107.3	15.80	9.24	1.91
(2) READING COMPRE-HENSION	3	1708	96.55	23	108.1	15.68	4.17	1.27
	5	1975	99.65	23	107.9	14.96	5.98	1.51
	7	1854	99.14	10	106.1	14.85	7.59	1.69
	9	1909	86.90	6	107.3	15.80	9.14	1.79
(3) SPELLING	3	1708	96.55	23	108.1	15.68	4.65	1.34
	5	1975	99.65	23	107.9	14.96	6.22	1.68
	7	1854	99.14	10	106.1	14.85	7.59	2.05
	9	1909	86.90	6	107.3	15.80	8.97	2.24
(4) CAPITAL-IZATION	3	1708	96.55	23	108.1	15.68	4.43	1.28
	5	1975	99.65	23	107.9	14.96	6.23	1.63
	7	1854	99.14	10	106.1	14.85	7.80	2.05
	9	1909	86.90	6	107.3	15.80	9.22	2.26
(5) PUNCTUATION	3	1708	96.55	23	108.1	15.68	4.61	1.45
	5	1975	99.65	23	107.9	14.96	6.19	1.61
	7	1854	99.14	10	106.1	14.85	7.59	2.05
	9	1909	86.90	6	107.3	15.80	9.05	2.55

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‡ SEE CHAPTER 3, PAGES 66-67, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE* (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	1708	96.55	23	108.1	15.68	4.32	1.38
	5	1975	99.65	23	107.9	14.96	6.25	1.71
	7	1854	99.14	10	106.1	14.85	7.65	2.00
	9	1909	86.90	6	107.3	15.80	9.26	2.18
(7) LANGUAGE TOTAL	3	1708	96.55	23	108.1	15.68	4.50	1.21
	5	1975	99.65	23	107.9	14.96	6.23	1.47
	7	1854	99.14	10	106.1	14.85	7.65	1.81
	9	1909	86.90	6	107.3	15.80	9.13	1.97
(8) MATHEMATICAL CONCEPTS	3	1708	96.55	23	108.1	15.68	4.08	.99
	5	1975	99.65	23	107.9	14.96	6.29	1.50
	7	1854	99.14	10	106.1	14.85	7.82	1.75
	9	1909	86.90	6	107.3	15.80	9.24	1.94
(9) MATHEMATICAL PROBLEMS	3	1708	96.55	23	108.1	15.68	3.94	1.08
	5	1975	99.65	23	107.9	14.96	5.90	1.37
	7	1854	99.14	10	106.1	14.85	7.50	1.69
	9	1909	86.90	6	107.3	15.80	8.85	1.84
(10) MATHEMATICAL TOTAL	3	1708	96.55	23	108.1	15.68	4.01	.98
	5	1975	99.65	23	107.9	14.96	6.10	1.36
	7	1854	99.14	10	106.1	14.85	7.66	1.63
	9	1909	86.90	6	107.3	15.80	9.04	1.79

* SEE CHAPTER 3, PAGES 68-69, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

HOWARD COUNTY

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES*

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975
NONVERBAL ABILITY	3	107.6	108.1
	5	106.8	107.9
	7	105.8	106.1
	9	106.5	107.3
VOCABULARY	3	4.10	4.15
	5	5.93	6.11
	7	7.60	7.72
	9	9.25	9.24
READING COMPREHENSION	3	4.14	4.17
	5	5.89	5.98
	7	7.53	7.59
	9	9.15	9.14
LANGUAGE TOTAL	3	4.46	4.50
	5	6.08	6.23
	7	7.57	7.65
	9	9.12	9.13
MATHEMATICAL TOTAL	3	3.97	4.01
	5	5.96	6.10
	7	7.62	7.66
	9	9.10	9.04

* SEE CHAPTER 3, PAGES 70-71, FOR DEFINITION OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD ALSO BE NOTED THAT THE SCORES REPORTED FOR YEAR I AND YEAR II ARE FROM DIFFERENT STUDENT POPULATIONS.

HOWARD COUNTY (ATHOLTON - SWANSFIELD)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

HOWARD 1

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
ATHOLTON	K-5	588	23.5	96.2	23.0	2.0	10.7	18.3	28.0	0.8	12.6	15,679
BRYANT WOODS	K-5	463	21.5	95.9	19.5	2.0	8.1	13.0	23.3	1.1	14.6	15,217
CENTENNIAL LANE	K-5	525	22.8	96.1	20.0	3.0	8.4	22.7	30.4	4.2	12.3	14,695
CLARKSVILLE	K-5	544	20.5	95.7	24.5	2.0	9.3	15.8	41.5	1.2	12.3	15,300
ELKRIDGE	K-5	532	24.2	95.1	20.0	2.0	7.2	20.5	22.7	4.6	11.6	11,385
ELLICOTT CITY	K-5	411	19.6	96.7	19.0	2.0	10.3	24.5	33.3	6.6	12.2	12,263
FAULKNER RIDGE	K-5	393	20.7	96.5	17.0	2.0	8.1	16.5	36.8	0.0	14.1	15,293
GUILFORD	K-5	275	15.3	96.1	16.0	2.0	7.8	18.5	33.3	7.5	11.8	11,028
HAMMOND	K-5	410	20.0	96.9	18.5	2.0	9.8	15.1	43.9	6.0	12.2	13,775
JEFFERSON HILL	K-6	NO RESOURCE DATA AS OF 9/74										
LISBON	K-5	545	20.6	94.8	24.5	2.0	10.9	9.5	26.4	9.1	11.9	11,415
LONGFELLOW	K-5	541	22.5	96.7	22.0	2.0	5.9	14.5	25.0	0.0	14.8	15,197
NORTHFIELD	K-5	503	17.6	96.3	27.5	1.0	7.8	44.0	21.1	3.3	12.3	14,585
PHELPS LUCK	K-5	558	21.5	96.2	24.0	2.0	6.5	16.5	23.1	1.4	12.5	13,948
ROCKLAND	K-5	481	18.9	96.1	24.5	1.0	9.3	17.5	37.3	12.8	12.1	13,437
RUNNING BROOK	K-5	370	19.0	97.0	18.5	1.0	5.4	11.0	38.5	1.0	14.8	15,197
STEVENS FOREST	K-5	572	24.9	95.5	22.0	1.0	4.8	18.0	26.1	3.8	12.7	15,668
SWANSFIELD	K-5	457	20.8	95.6	20.0	2.0	5.5	15.0	45.5	0.0	13.1	15,420

● SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES#

HOWARD COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
ATHOLTON	3	112.6	4.27	4.35	-.08	4.55	4.44	+.11	4.66	4.82	-.16	4.18	4.34	-.16
	5	113.1	6.62	6.28	+.34	6.53	6.27	+.26	6.76	6.50	+.26	6.65	6.43	+.22
BRYANT WOODS	3	110.0	4.44	4.18	+.26	4.27	4.27	+.00	4.55	4.65	-.10	4.14	4.19	-.05
	5	111.6	6.49	6.14	+.35	6.45	6.15	+.30	6.56	6.37	+.19	6.64	6.31	+.33
CENTENNIAL LANE	3	112.1	4.30	4.31	-.01	4.36	4.41	-.05	4.74	4.79	-.05	4.05	4.31	-.26
	5	109.9	6.03	5.99	+.04	5.96	6.00	-.04	6.21	6.23	-.02	5.98	6.17	-.19
CLARKSVILLE	3	105.0	3.93	3.86	+.07	3.84	3.93	-.09	4.16	4.31	-.15	3.78	3.90	-.12
	5	107.3	5.68	5.77	-.09	5.78	5.78	+.00	6.15	6.01	+.14	5.66	5.97	-.31
ELKRIDGE	3	105.8	3.61	3.91	-.30	3.81	3.99	-.18	3.99	4.37	-.38	3.52	3.95	-.43
	5	104.6	5.55	5.53	+.02	5.44	5.55	-.11	5.52	5.79	-.27	5.51	5.75	-.24
ELLICOTT CITY	3	105.4	4.05	3.88	+.17	4.23	3.96	+.27	4.60	4.34	+.26	4.16	3.92	+.24
	5	105.4	5.75	5.60	+.15	5.54	5.62	-.08	5.85	5.86	-.01	5.90	5.82	+.08
FAULKNER RIDGE	3	108.7	4.41	4.10	+.31	4.47	4.18	+.29	4.84	4.56	+.28	4.27	4.12	+.15
	5	112.3	7.92	6.21	+1.71 *	7.21	6.21	+1.00 *	7.39	6.43	+.96 *	6.76	6.36	+.40
GUILFORD	3	101.7	3.70	3.64	+.06	3.36	3.71	-.35	4.40	4.10	+.30	3.77	3.71	+.06
	5	98.0	4.74	4.94	-.20	4.55	5.00	-.45	4.91	5.24	-.33	4.93	5.23	-.30
HAMMOND	3	111.4	4.61	4.27	+.34	4.57	4.36	+.21	4.87	4.74	+.13	4.17	4.27	-.10
	5	111.0	6.66	6.09	+.57	5.94	6.10	-.16	6.74	6.32	+.42	6.64	6.26	+.38
JEFFERS HILL	3	108.5	3.95	4.08	-.13	4.00	4.17	-.17	4.08	4.55	-.47	3.84	4.10	-.26
	5	106.0	6.35	5.65	+.70	6.19	5.67	+.52	6.04	5.91	+.13	5.70	5.86	-.16
LISBON	3	101.3	3.74	3.62	+.12	3.63	3.69	-.06	4.21	4.07	+.14	3.74	3.69	+.05
	5	99.4	5.47	5.07	+.40	5.23	5.11	+.12	5.78	5.35	+.43	5.47	5.34	+.13
LONGFELLOW	3	109.4	4.59	4.14	+.45	4.69	4.23	+.46	4.85	4.61	+.24	4.43	4.16	+.27
	5	109.2	6.45	5.93	+.52	6.53	5.94	+.59	6.53	6.17	+.36	6.53	6.12	+.41
NORTHFIELD	3	111.5	4.43	4.28	+.15	4.44	4.37	+.07	4.84	4.75	+.09	4.17	4.28	-.11
	5	109.0	6.04	5.92	+.12	6.04	5.93	+.11	6.34	6.16	+.18	6.45	6.10	+.35
PHELPS LUCK	3	106.5	4.12	3.95	+.17	4.11	4.03	+.08	4.39	4.41	-.02	3.87	3.99	-.12
	5	109.7	6.24	5.98	+.26	5.92	5.99	-.07	6.42	6.21	+.21	6.17	6.16	+.01
ROCKLAND	3	108.5	4.07	4.08	-.01	4.02	4.17	-.15	4.35	4.55	-.20	3.86	4.10	-.24
	5	101.5	5.86	5.25	+.61	5.65	5.29	+.36	5.74	5.53	+.21	5.64	5.50	+.14
RUNNING BROOK	3	111.0	4.36	4.24	+.12	4.31	4.34	-.03	5.09	4.71	+.38	4.66	4.25	+.41
	5	107.2	5.94	5.76	+.18	5.80	5.77	+.03	5.84	6.01	-.17	5.84	5.96	-.12
STEVENS FOREST	3	110.3	4.28	4.20	+.08	4.31	4.29	+.02	4.88	4.67	+.21	4.13	4.21	-.08
	5	114.2	6.15	6.37	-.22	6.25	6.37	-.12	6.26	6.59	-.33	6.73	6.52	+.21
SWANSFIELD	3	109.0	4.23	4.11	+.12	4.29	4.20	+.09	4.70	4.58	+.12	3.90	4.13	-.23
	5	107.1	6.12	5.75	+.37	5.90	5.77	+.13	6.39	6.00	+.39	6.00	5.95	+.05

SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

HOWARD COUNTY (TALBOTT SPRINGS - HOWARD HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

HOWARD 2

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
TALBOTT SPRINGS	K-5	578	23.6	95.4	22.5	2.0	6.3	11.5	12.2	2.0	12.6	14,338
THUNDER HILL	K-5	522	22.2	96.8	21.5	2.0	5.6	19.5	21.3	1.4	12.5	13,9[illegible]8
WATERLOO	K-5	454	18.2	95.5	22.0	3.0	7.1	19.2	24.0	4.6	12.1	12,649
WEST FRIENDSHIP	K-5	611	22.2	96.0	25.5	2.0	6.6	16.3	43.6	5.2	12.1	12,479
WHISKEY BOTTOM ROAD	K-5	465	20.7	94.6	20.5	2.0	7.4	15.0	31.1	8.8	11.7	10,346
CLARKSVILLE MIDDLE	6-8	432	18.0	95.8	22.0	2.0	9.7	21.0	41.7	0.8	12.3	15,387
DUNLOGGIN MIDDLE	6-8	556	19.2	96.9	27.0	2.0	5.6	19.7	41.4	3.4	12.3	14,689
ELLICOTT CITY MIDDLE	6-8	547	18.2	94.7	28.0	2.0	6.8	23.5	26.7	6.3	12.2	12,705
GLENWOOD MIDDLE	6-8	728	19.7	94.6	35.0	2.0	8.8	13.0	21.6	7.3	12.0	12,348
HAMMOND MIDDLE	6-8	545	17.0	95.2	30.0	2.0	4.8	10.0	21.9	5.6	12.3	12,767
HARPERS CHOICE MIDDLE	6-8	419	16.8	95.1	23.0	2.0	6.7	23.5	40.0	0.8	14.3	15,258
OAKLAND MILLS MIDDLE	6-8	644	19.5	96.0	31.0	2.0	6.5	22.6	33.3	1.4	12.5	14,726
PATAPSCO MIDDLE	6-8	619	17.2	95.4	34.0	2.0	7.4	14.0	30.5	7.8	12.2	14,855
WATERLOO MIDDLE	6-8	648	19.1	94.2	32.0	2.0	7.7	18.5	35.3	5.2	11.7	11,359
WILDE LAKE	6-8	514	17.1	93.4	28.0	2.0	5.9	23.5	30.0	1.1	14.6	15,220
ATHOLTON HIGH	9-12	1,088	20.5	91.8	51.0	2.0	9.2	15.3	39.6	6.0	12.2	12,813
GLENELG HIGH	9-12	985	20.7	93.9	44.5	3.0	11.3	16.8	47.4	7.0	12.1	12,563
HOWARD HIGH	9-12	1,306	20.7	89.3	59.0	4.0	12.3	16.3	52.4	5.9	12.0	11,881

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‡ SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES‡

HOWARD COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
TALBOTT SPRINGS	3	104.2	3.90	3.81	+.09	3.85	3.88	-.03	3.86	4.26	-.40	3.65	3.86	-.21
	5	106.9	6.28	5.73	+.55	6.17	5.75	+.42	6.20	5.98	+.22	5.82	5.93	-.11
THUNDER HILL	3	111.8	4.36	4.30	+.06	4.35	4.39	-.04	4.34	4.77	-.43	4.31	4.30	+.01
	5	112.4	6.57	6.22	+.35	6.59	6.21	+.38	6.67	6.44	+.23	6.67	6.37	+.30
WATERLOO	3	100.2	4.04	3.55	+.49	4.02	3.61	+.41	4.52	4.00	+.52	3.71	3.62	+.09
	5	112.1	5.95	6.19	-.24	5.89	6.19	-.30	6.17	6.41	-.24	6.18	6.35	-.17
WEST FRIENDSHIP	3	109.4	4.25	4.14	+.11	4.32	4.23	+.09	4.69	4.61	+.08	4.26	4.16	+.10
	5	107.2	6.45	5.76	+.69	6.41	5.77	+.64 *	6.80	6.01	+.79 *	6.47	5.96	+.51
WHISKEY BOTTOM ROAD	3	104.8	3.22	3.84	-.62 *	3.07	3.92	-.85 *	3.18	4.30	-1.12 *	3.24	3.89	-.65
	5	103.7	5.41	5.45	-.04	5.33	5.48	-.15	5.29	5.71	-.42	5.27	5.68	-.41
CLARKSVILLE MIDDLE	7	108.4	8.28	7.65	+.63	8.02	7.61	+.41	8.03	7.67	+.36	7.87	7.86	+.01
DUNLOGGIN MIDDLE	7	108.4	8.07	7.65	+.42	7.97	7.61	+.36	7.81	7.67	+.14	7.86	7.86	+.00
ELLICOTT CITY MIDDLE	7	103.7	7.72	7.14	+.58	7.60	7.13	+.47	7.72	7.22	+.50	7.76	7.38	+.38
GLENWOOD MIDDLE	7	105.7	7.53	7.35	+.18	7.58	7.34	+.24	7.71	7.41	+.30	7.70	7.59	+.11
HAMMOND MIDDLE	7	104.0	7.50	7.17	+.33	7.44	7.16	+.28	7.41	7.25	+.16	7.67	7.41	+.26
HARPERS CHOICE MIDDL	7	107.9	7.97	7.59	+.38	7.82	7.56	+.26	7.91	7.62	+.29	7.77	7.81	-.04
OAKLAND MILLS MIDDLE	7	107.6	7.85	7.56	+.29	7.62	7.53	+.09	7.74	7.59	+.15	7.73	7.78	-.05
PATAPSCO MIDDLE	7	107.7	7.65	7.57	+.08	7.49	7.54	-.05	7.77	7.60	+.17	7.47	7.79	-.32
WATERLOO MIDDLE	7	98.5	6.75	6.57	+.18	6.76	6.61	+.15	6.65	6.72	-.07	6.78	6.85	-.07
WILDE LAKE	7	110.2	8.10	7.84	+.26	7.83	7.79	+.04	7.93	7.84	+.09	8.13	8.05	+.08
ATHOLTON HIGH	9	104.4	8.69	8.78	-.09	8.65	8.72	-.07	8.46	8.70	-.24	8.60	8.85	-.25
GLENELG HIGH	9	104.6	9.00	8.81	+.19	8.92	8.74	+.18	8.75	8.72	+.03	8.92	8.87	+.05
HOWARD HIGH	9	105.1	8.94	8.86	+.08	8.83	8.80	+.03	9.15	8.77	+.38	8.71	8.92	-.21

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‡ SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

HOWARD COUNTY (MT HEBRON - WILDE LAKE)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

HOWARD 3

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
MT HEBRON	9-12	1,324	21.2	92.6	59.5	3.0	8.2	13.8	46.4	7.2	12.3	14,810
OAKLAND MILLS HIGH	9-12	837	20.9	92.4	37.0	3.0	7.9	18.5	52.5	0.9	12.6	15,195
WILDE LAKE	9-12	1,098	18.1	91.1	57.5	3.0	7.2	15.8	39.7	2.2	13.3	15,079

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

HOWARD COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
MT HEBRON	9	109.0	9.43	9.32	+.11	9.43	9.25	+.18	9.47	9.16	+.31	9.36	9.34	+.02
OAKLAND MILLS HIGH	9	111.0	9.74	9.55	+.19	9.44	9.49	-.05	9.54	9.36	+.18	9.34	9.56	-.22
WILDE LAKE	9	109.1	9.61	9.33	+.28	9.54	9.27	+.27	9.27	9.17	+.10	9.25	9.35	-.10

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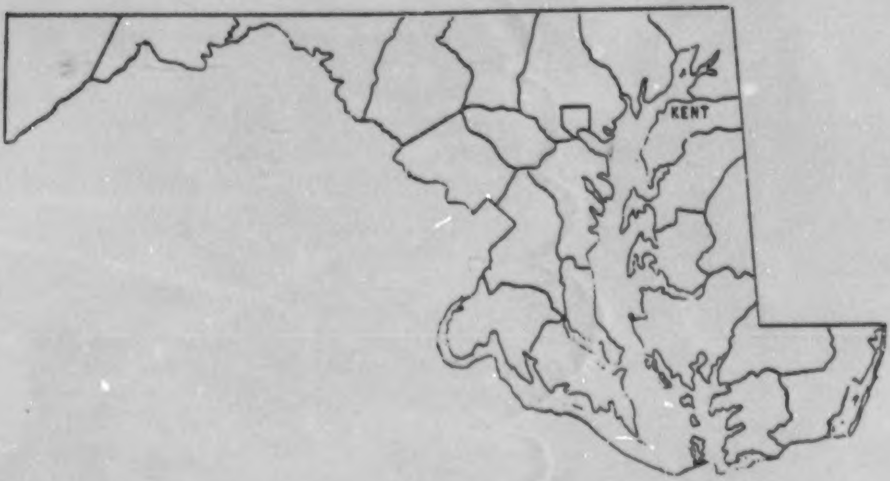
* SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

4.2.15 Kent County



A. Present Status of the Accountability Program

For the second year in a row, the professional educators of Kent County have devoted much time to the establishment of goals and objectives for the students in the county. These educators believe that goal setting is a meaningful avenue for serving students and their educational needs.

Professional staff in every county school met in committees and as whole faculties in early September 1974 to prepare their goals for Year II of the accountability program. The supervisors, principals and teachers involved set learning goals for each grade level. The action in school classrooms was taken to ensure that students met these goals.

For example, consultants from the University of Maryland shared their expertise with school committees assigned to set goals for reading. As a result of these consultations, the tri-basal reading program was evaluated. When necessary, adjustments in curriculum, reading materials and supplies were made to better meet the goals and objectives for reading. Consequently, most of the middle school students are reading at or above predicted grade levels.

As a result of meetings between educators in Kent County and outside consultants, each teacher in Kent County is aware of and sensitive to the goals and objectives for students at each grade level. These meetings were held in the belief that the goals of the accountability program are best met when teachers have a broad perspective of systemwide goals; for example, fifth grade teachers are acquainted with the goals and objectives that had been set for their students as fourth graders. This gives the teacher a viewpoint from which to appraise the skills each fifth grader brings to his classroom in September. Teachers are also very aware of the goals their students are to achieve in fifth grade. Curriculum, learning materials and lesson plans are designed to meet these goals. In addition, it is believed that the teachers should know what will be expected of the students in the following years. Thus, fifth grade teachers know what learning skills will be expected of their students as they enter the sixth grade and what skills will be expected in subsequent years.

This broad vantage point has enabled county educators to better understand the state's accountability goals, to relate these goals to the needs of students on all grade levels, and to adapt their teaching and curriculum to meet these goals. It is extremely important that professional educators view their classroom teaching in light of the impact on children's learning in the years before, during, and after individual contact with them. In addition, an understanding of the interrelationship between grade level, school level, and systemwide goals and objectives is emphasized in Kent County.

B. Local Assessment Activities

However, the setting of learning goals and objectives is not a static process. These goals and objectives are continuously examined and revised, as the present technological society demands increased learning skills. Consequently, in this second year of accountability, additional steps have been taken to provide appropriate and meaningful education for the student.

County educators are engaged in a detailed examination of the test results of every student. An item analysis of these results was aimed at providing further information on student achievement with respect to the learning goals and objectives. This statistical review of test results shows that the present curriculum seems to be appropriate for the goals and objectives that have been set. However, further refinements are being made in the curriculum and learning materials as educational goals become increasingly more specific.

In addition, countywide testing of all students. Kindergarten to Grade 4 is conducted under the Elementary and Secondary Education Act (ESEA), Title I program. This testing helps to identify specific learning difficulties in grade school children, and curriculum can be specialized to meet these needs. Early identification of learning difficulties, combined with early action, is essential to the successful education of students. The results of the Title I program serve as an avenue by which educational specialists can treat learning disabilities.

Another countywide program that helps in meeting goals and objectives is the Early Identification Program. Mothers of kindergarten children are interviewed individually when their child enters school for the first time. The information provided by each mother is coupled with teacher observations to evaluate the abilities of each child as he or she enters the kindergarten program. Adjustments in teacher materials, educational programs, and curriculum can then be made to keep abreast of changes in future school populations.

Each of these programs, in addition to other countywide testing programs, assist the educators of Kent County in setting and refining goals and objectives, and complement statewide goals. Awareness of the statewide goals, information about future Kent County school populations, detailed testing and evaluation of students' educational needs, and broad perspective of the state accountability program all combine to produce quality education in Kent County.

C. Comments on Accountability Assessment Results

The results of county educators' commitment to setting and meeting the goals and objectives of the accountability program will please the citizens of Kent County. Students in every grade and school performed well when compared with other students of similar ability and background throughout the state. Test scores, particularly in reading comprehension, language skills, and mathematics, indicate that the school system commitment to the goals and objectives of accountability is being met with success. Reading comprehension, language, and vocabulary scores show Kent County schools to be an average of one-half year to three-quarters of a year above similar schools throughout Maryland.

Results for Grade 3 are particularly noteworthy. Third grade students are performing significantly higher than other similar third graders throughout the state. In some cases, Kent County third graders are more than one year ahead of their statewide peers. These results are due, in part, to emphasis on programs to identify learning weaknesses early in the student's school career.

In the middle schools, students are performing at grade level, as expected, or several months ahead of similar fifth and seventh graders in the state. One area of particular strength is the language development skills of county middle school students. In several cases, students are performing over half a year beyond similar students in Maryland. Students at Kent County High School consistently perform above similar ninth graders. For example, total language scores are more than six months ahead of other Maryland ninth graders.

Overall, the students in Grades 3, 5, 7, and 9 in Kent County performed very well on the second year of Maryland's accountability program. They are meeting the learning goals and objectives set for them by county educators. When compared with similar students throughout the state, Kent County students, in almost all cases, are learning on grade level, and in many cases several months to a year beyond grade level.

D. Program Modification Activities

As a result of the accountability testing, several program modifications have been initiated. For example, at one elementary school, the professional staff familiarized themselves with the accountability program results. Then, the staff was divided into committees by grade level and met to discuss school level results in terms of the goals and objectives established for that school and the entire school system. This particular elementary school staff decided to utilize learning stations to increase student performance in mathematics. The learning stations were used to provide a variety of problem-solving situations and to stress uses of functional mathematical skills. Stations were also used to reinforce skills development and to provide drill exercises. The establishment of learning stations in this elementary school illustrates a concrete curriculum change made as the result of schoolwide involvement in goal setting in conjunction with discussion of the results of accountability.

Another program modification was the systemwide implementation of a new math series. This program has been adopted in all elementary and middle schools. Belief is that this new math series will help provide students with the additional mathematical skills today's technological society demands.

A new spelling program is being studied this year in a pilot program at one elementary school. Testing shows county students to be spelling at a level at least two months beyond similar students in Maryland. This new spelling program may further increase their spelling ability.

E. Unmet Needs for Resources to Permit Improvement of Programs and Services

No response provided.

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
16,715	$8,690	18.1

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
10.0	11.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1974)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
3,647	$10,045	$16,815	8.3	18.2

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
17.7 %	17.4	93.0%

C. FINANCIAL CHARACTERISTICS (FOR 1973-1974 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$1,056.22	$736.04	69.7%	$26.09

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.5%	$11.23	1.1%

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* SEE CHAPTER 3, PAGES 60-65, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

KENT COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE*

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	253	95.26	5	97.6	16.00	4.15	1.14
	5	299	94.98	3	99.0	16.39	5.14	1.60
	7	304	94.08	3	98.9	16.07	6.87	1.79
	9	334	76.95	1	98.5	16.34	8.51	1.92
(2) READING COMPREHENSION	3	253	95.26	5	97.6	16.00	4.13	1.22
	5	299	94.98	3	99.0	16.39	5.28	1.46
	7	304	94.08	3	98.9	16.07	6.85	1.67
	9	334	76.95	1	98.5	16.34	8.43	1.77
(3) SPELLING	3	253	95.26	5	97.6	16.00	4.81	1.25
	5	299	94.98	3	99.0	16.39	5.74	1.65
	7	304	94.08	3	98.9	16.07	7.38	1.99
	9	334	76.95	1	98.5	16.34	8.99	1.95
(4) CAPITALIZATION	3	253	95.26	5	97.6	16.00	4.93	1.25
	5	299	94.98	3	99.0	16.39	5.51	1.49
	7	304	94.08	3	98.9	16.07	7.31	2.06
	9	334	76.95	1	98.5	16.34	8.95	2.06
(5) PUNCTUATION	3	253	95.26	5	97.6	16.00	5.39	1.20
	5	299	94.98	3	99.0	16.39	5.65	1.52
	7	304	94.08	3	98.9	16.07	6.95	2.02
	9	334	76.95	1	98.5	16.34	8.69	2.08

* SEE CHAPTER 3, PAGES 66-67, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE* (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	253	95.26	5	97.6	16.00	4.51	1.24
	5	299	94.98	3	99.0	16.39	5.50	1.69
	7	304	94.08	3	98.9	16.07	7.23	2.08
	9	334	76.95	1	98.5	16.34	8.40	2.38
(7) LANGUAGE TOTAL	3	253	95.26	5	97.6	16.00	4.92	1.11
	5	299	94.98	3	99.0	16.39	5.60	1.38
	7	304	94.08	3	98.9	16.07	7.22	1.78
	9	334	76.95	1	98.5	16.34	8.76	1.82
(8) MATHEMATICAL CONCEPTS	3	253	95.26	5	97.6	16.00	3.88	1.02
	5	299	94.98	3	99.0	16.39	5.56	1.44
	7	304	94.08	3	98.9	16.07	7.19	1.65
	9	334	76.95	1	98.5	16.34	8.58	1.64
(9) MATHEMATICAL PROBLEMS	3	253	95.26	5	97.6	16.00	3.90	1.09
	5	299	94.98	3	99.0	16.39	5.38	1.27
	7	304	94.08	3	98.9	16.07	6.72	1.59
	9	334	76.95	1	98.5	16.34	8.34	1.72
(10) MATHEMATICAL TOTAL	3	253	95.26	5	97.6	16.00	3.89	1.01
	5	299	94.98	3	99.0	16.39	5.47	1.28
	7	304	94.08	3	98.9	16.07	6.95	1.50
	9	334	76.95	1	98.5	16.34	8.46	1.57

* SEE CHAPTER 3, PAGES 68-69, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

KENT COUNTY

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES*

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975
NONVERBAL ABILITY	3	96.5	97.6
	5	99.1	99.0
	7	95.2	98.9
	9	99.0	98.5
VOCABULARY	3	4.00	4.15
	5	5.37	5.14
	7	7.73	6.87
	9	8.84	8.51
READING COMPREHENSION	3	4.08	4.13
	5	5.26	5.28
	7	7.38	6.85
	9	8.39	8.43
LANGUAGE TOTAL	3	4.45	4.92
	5	5.76	5.60
	7	8.03	7.22
	9	8.62	8.76
MATHEMATICAL TOTAL	3	3.79	3.89
	5	5.36	5.47
	7	7.22	6.95
	9	8.55	8.46

* SEE CHAPTER 3, PAGES 70-71, FOR DEFINITION OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD ALSO BE NOTED THAT THE SCORES REPORTED FOR YEAR I AND YEAR II ARE FROM DIFFERENT STUDENT POPULATIONS.

KENT COUNTY (CHESTERTON - KENT COUNTY HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

					TOTAL NO.		AVERAGE YEARS EXPERIENCE			KENT SCHOOL AGE CHILDREN		
SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
CHESTERTOWN	K-4	354	19.7	95.0	16.0	2.0	8.3	21.5	5.5	9.8	11.6	9155
MILLINGTON	K-4	188	15.7	95.0	11.0	1.0	7.6	10.0	8.3	25.9	10.9	7473
ROCK HALL	K-4	205	17.1	95.0	10.0	2.0	9.6	27.0	25.0	22.1	10.2	6194
WORTON	K-4	380	20.0	96.0	17.0	2.0	7.0	17.5	21.1	18.2	11.1	7491
CHESTERTOWN MIDDLE	5-8	742	18.5	96.0	38.0	2.0	6.7	11.5	25.0	14.7	11.4	8306
GALENA	K-8	354	16.9	93.0	19.0	2.0	9.9	22.5	14.3	23.4	11.1	7272
ROCK HALL SR MIDDLE	5-8	229	15.3	96.0	13.0	2.0	8.7	24.5	20.0	20.3	10.2	6331
KENT COUNTY HIGH	9-12	1,195	19.2	90.0	58.3	4.0	8.7	11.7	22.5	18.9	11.0	7636

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‡ SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES‡

KENT COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
CHESTERTOWN	3	97.3	3.75	3.36	+.39	3.91	3.42	+.49	4.63	3.80	+.83 *	3.67	3.46	+.21
MILLINGTON	3	95.4	4.31	3.24	+1.07 *	3.86	3.29	+.57 *	4.87	3.68	+1.19 *	3.91	3.35	+.56 *
ROCK HALL	3	103.3	5.33	3.75	+1.58 *	5.05	3.82	+1.23 *	5.81	4.20	+1.61 *	4.61	3.80	+.81 *
WORTON	3	95.5	3.92	3.25	+.67 *	4.05	3.30	+.75 *	4.80	3.68	+1.12 *	3.71	3.35	+.36
CHESTERTOWN MIDDLE	5 7	97.1 99.4	5.13 7.09	4.86 6.67	+.27 +.42	5.24 7.04	4.92 6.70	+.32 +.34	5.57 7.44	5.16 6.81	+.41 +.63	5.36 7.11	5.15 6.94	+.21 +.17
GALENA	3 5 7	99.8 103.6 95.4	3.77 5.55 6.24	3.52 5.44 6.23	+.25 +.11 +.01	3.62 5.59 6.43	3.58 5.47 6.30	+.04 +.12 +.13	4.61 5.92 6.79	3.97 5.70 6.43	+.64 +.22 +.36	4.07 5.81 6.48	3.60 5.67 6.53	+.47 * +.14 -.05
ROCK HALL SR MIDDLE	5 7	99.8 102.1	4.64 6.96	5.10 6.96	-.46 +.00	5.03 6.76	5.15 6.97	-.12 -.21	5.29 7.05	5.39 7.07	-.10 -.02	5.43 7.07	5.37 7.22	+.06 -.15
KENT COUNTY HIGH	9	98.5	8.51	8.10	+.41	8.43	8.03	+.40	8.76	8.12	+.64	8.46	8.21	+.25

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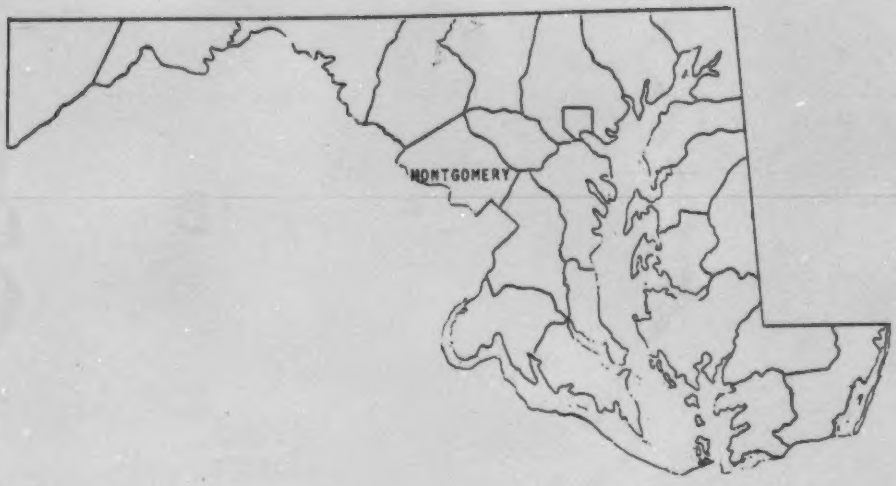
‡ SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

LOCAL SCHOOL SYSTEM LEVEL -- ACCOUNTABILITY ASSESSMENT INFORMATION

4.2.16 Montgomery County



Introduction

The Montgomery County Public Schools (MCPS) have been working during the past decade toward ends similar to those envisioned by the Maryland Law on Educational Accountability. Requirements adopted by the Maryland State Department of Education (MSDE) for implementing the law generally complement MCPS efforts in designing, implementing, and evaluating instructional programs based on objectives that specify the performance expected of staff and students. A comprehensive system of accountability has been established that requires regular reports of progress in the attainment of those objectives. The system for making these accounts of progress and the objectives in each case undergo annual or periodic review and renewal.

A. Present Status of the Accountability Program

Goals of Education

An important part of the MCPS accountability framework are the MCPS goals of education that were adopted by the Montgomery County Board of Education in February 1973. These goals provide general direction to the school system and serve as criteria for formulating objectives of instructional programs.

Accompanying these goals for students are stated commitments of the Board of Education and staff for selecting and training qualified staff, providing comprehensive instructional programs, evaluating instruction programs and reporting results, encouraging a continuing dialogue with the county, and informing citizens about the objectives and costs of their school system.

Instructional Goals and Objectives

MCPS issued its first objective-based Program of Studies in 1972. A revised edition will be published before the end of this year, and it will be updated every other year. It provides material on curricular offerings and the framework for the instructional program. The 1972 edition for the first time gave "expected student outcomes" for each subject offering. These objectives were designed to provide overall direction for teachers as they prepare specific objectives, learning activities, and assessment tasks appropriate to the needs, abilities, and maturity level of their students. The Program of Studies specifies that "outcomes should be read and interpreted within the context of abilities, maturity level, and grade placement of the students."

As required by the Maryland Accountability Program, MCPS goals in reading, writing, and mathematics, consistent with statewide goals in these subjects, were written and included in the Maryland Accountability Program Report, Year I. MCPS objectives were reviewed for their agreement with MCPS goals in these subjects. The 1975-76 edition of the MCPS Program of Studies will include the Maryland State Department of Education goals in reading, writing, and mathematics; MCPS goals referenced to those state goals; and instructional objectives generated from the MCPS goals. Objectives in these subjects, as well as in many others that are more specific than those listed in the Program of Studies, have been or are being developed and organized in forms useful to teachers for planning instruction and charting the progress of individual students.

The curriculum guides for reading, writing, and mathematics that are listed below do or will contain detailed objectives in reading, writing, and mathematics. In addition, they usually contain suggested teaching strategies, instruction resources, and assessment materials and procedures.

Reading

Word Analysis Skills
Critical Reading/Thinking Skills
Pre-Reading Skills

Mathematics

Geometry
Consumer Mathematics*
Applications of Mathematics*
Calculus*
Unified Mathematics, Grades 7-9*
Elementary and Pre-Algebra Mathematics*

Writing

Scope and Sequence of Instructional Objectives for Skills in Mechanics of Written Expression
Writing in the Elementary School
Spelling Handbook for Montgomery County Public Schools (K-12)
The Language Arts: A Curriculum Guide for Elementary Schools
Teaching Writing in the Elementary School
Handwriting Handbook*
Structured Composition Program, Grades 7-12
Grade Level Charts for Grammar, Usage, and Mechanics Instruction, Grades 7-12

*In process.

The Program of Studies and curriculum guides are prepared with the extensive involvement of teachers, subject specialists, and administrative staff. Released time for teachers is provided when possible to give opportunities for inservice training and schoolwide planning for implementing new curriculum materials. Inservice courses are designed and provided teachers on those competencies considered essential to effective teaching of MCPS objectives.

Student ability to locate and apply information by using different media is essential to the achievement of MCPS goals in reading, writing, and mathematics as well as for those of other subjects. To assure that students develop the skills required for lifetime learning, MCPS developed, for Grades K-12, scope and sequence of instructional objectives in media, research, and communication skills with input from teachers and media specialists. The resulting document provides school level media skills objectives grouped sequentially in eight levels of learning. It is used by teachers and media specialists in planning instructional activities for students.

In 1975, several support documents were developed and distributed including sample assessment tasks for each of the instructional objectives, student progress profiles, multidisciplinary records, bibliographies of resources useful in media skill materials, and sample media skill resource units for use with specific MCPS curriculum units. As new or revised curriculum documents are prepared, instructional objectives from the scope and sequence charts are integrated as appropriate.

These media skills materials are approaching full implementation in the county. As an aid to teachers and media specialists in integrating media skills into the school instructional program, a number of inservice activities have been provided, including sessions to explain the purpose and content of the scope and sequence to media specialists, principals, resource teachers, teacher specialists, and teachers of various subjects and grade levels. Regularly scheduled meetings with media specialists include opportunities to share successful lesson plans and activities; and an inservice course for media specialists and teachers has been developed to increase staff competencies in teaching and assessing media skills.

Systemwide Services

A public information program is maintained to provide citizens and staff with information needed to engage effectively in decisionmaking processes for setting policy, suggesting program improvements, and adopting budgets. Frequently, data are gathered from staff and community members on the extent to which policies are implemented and on important educational issues.

In addition, the school system has a responsibility for gathering data on the extent students achieve the objectives of instructional programs. For this purpose, norm-referenced and criterion-referenced test results, along with a variety of other data, are used to determine the extent to which expectations for specific MCPS instructional programs are met. The findings are used to improve instructional program implementation, set priorities for curriculum development, allocate personnel and material resources, and identify staff inservice or other instructional support needs. Data on criterion-referenced tests are used for program diagnosis by examining results in relation to available standardized test data in those subjects where norm-referenced test results show deficiencies in student learning.

Plans for the preparation of criterion-referenced or objective-based tests for countywide program evaulation in reading, writing, and mathematics are outlined below.

Assessment tasks in reading have been prepared for program evaluation instruments to be administered in Grades 6, 8, and 10. These assessment tasks will be assembled into test booklets for tryout in 1976-77, with systemwide administration in Spring 1977. The data will be reported by Fall 1977.

An objective-based, multiple-choice test on skills related to writing was developed during 1975-76 to evaluate that part of the Grade 8 writing program dealing with the mechanics and organization of writing. This test will be administered in Spring 1976, and data will be reported by Fall 1976.

Items for objective-based tests have been written for Grades 4, 5, and 6 in spelling, punctuation, usage, and capitalization, and for Grade 10 skills related to writing. These items will be assembled into test booklets for tryout in 1976 and administered systemwide in Spring 1977. Data will be reported by Fall 1977.

Assessment tasks for use for systemwide program evaluation have been completed for about 10 percent of the K-8 elementary and pre-algebra objectives in mathematics. A plan for evaluating systemwide student achievement of elementary and pre-algebra mathematics objectives is being developed. Data collection will occur no later than Spring 1977. Data will be reported no later than Fall 1977. In addition, collections of eight to ten assessment measures of each objective will be prepared for teacher use in evaluating individual student progress. These collections may also be used by schools to assemble their own program evaluation instruments.

Schools

Local school needs assessments are based on school results in tests required by MCPS or the Maryland accountability testing program as well as on periodic MCPS surveys of parents and other data gathered by the school. MCPS required, beginning in 1972, that each school publish an annual school progress report to its community. The results of the Iowa Tests of Basic Skills and the Cognitive Abilities Tests for all students in Grades 3, 5, 7, and 9 and the results of the Cognitive Abilities Tests and the Tests of Academic Progress for all students in Grade 11 must be reported. Schools are required to set objectives each year for program improvement, and such objectives must include plans for improving student achievement in specific skill or content areas when results for any subtest in the systemwide testing program (part of which are tests required by the Maryland Accountability Assessment Program) indicate a need for improvement.

Each year representatives of the Montgomery County Council of Parent-Teacher Associations, principals, and area and central office administrative staff review the guidelines established for the preparation of annual reports to the local community. These guidelines now require the reporting of information on the community, students, staff, facilities, financial data, and school objectives for the immediate past and current years.

Individual Student Achievement

An MCPS Policy on Evaluating and Reporting Student Progress, adopted in 1972, requires: (1) that students be informed of their instructional objectives and of the basis on which their performance is to be evaluated; and (2) that students be informed about their progress for each learning activity. Students and staff are surveyed each year to find the extent to which these purposes are realized and ways that the policy can be further implemented. Results of 1975 surveys show that a great deal of progress has been made in giving students accurate assessments of their learning through the use of specific objectives and assessment measures derived from the instructional objectives in the Program of Studies and curriculum documents.

MCPS has established a testing process at Grade 2 to assure that those students who may be experiencing difficulty in reading are diagnosed and given help by teachers to assure that instruction is appropriate to their needs. Those students who perform more than one year below national norms at the beginning of the year are retested at the end of the year to determine the extent to which their deficiencies are corrected.

House Bill 234 was established for similar purposes to identify learning disabilities and to develop and implement appropriate educational programs for primary students. The Maryland State Department of Education (MSDE) developed the Maryland Systematic Teacher Observation Instrument to identify those behaviors indicating a possible disability. MCPS prepared a booklet of suggestions for followup by teachers for each of the behaviors included in the instrument. MCPS developed and made available to MSDE and other school systems an optical scan form on which teachers can record the results of their observations. MCPS also developed and made available to MSDE a computer processing program to classify the data in accordance with state-defined guidelines. These computer processing programs will greatly reduce teacher time in analyzing results and provide important data on possible learning disabilities to principals, area and county staff, and MSDE.

Students with marked deficiencies in the basic skills of reading, writing, and mathematics must be identified for special instructional programs beginning at Grade 9 in 1976, as a part of the new state graduation requirements. Staff, during Summer 1975, developed procedures and materials for implementing this requirement. Work is now underway to identify the skills essential for graduation in those three instructional areas and to establish procedures for assuring that all graduating students attain them.

B. Local Assessment Activities

In addition to the preparation and use of assessment measures for evaluating school system objectives described above, MCPS is developing new or improved computer programs for processing tests and has implemented the first phase of a long-range staff inservice program on building evaluation skills.

Computer processing programs for both norm-referenced and objective-based tests will be completed in the spring of 1976. Development of a variety of programs for the processing, storage, and retrieval of student data will allow test results for prior years on given students, for example, to be analyzed with current test results. For norm-referenced tests, item analyses will provide information on the specific skills assessed in the test. Ten optional reporting formats for the objective-based test processing program make possible the reporting of performance by student, class, school, area, and county. These computer programs will be available for use by MSDE and local school systems in the state.

A long-range county plan was developed and begun three years ago to give teachers and principals inservice training in (1) setting and using student objectives, (2) using a variety of assessment techniques to evaluate student classroom performance, (3) analyzing results of self-appraisal techniques to improve teaching practices and to determine the extent to which students perceive the MCPS Policy on Evaluating and Reporting Student Progress is being implemented, (4) writing report card comments that adequately inform parents of student progress, and (5) helping students do better on tests.

In response to a request from the MCPS Committee on Minority Relations, materials and inservice training activities were designed during 1974-75 on test-taking skills for use by teachers. Workshop sessions will be conducted during 1975-76 using these materials. The materials include a teacher guide, Helping Students Do Better on Tests, and four booklets (one each for Grades 3, 5, 7, and 9) containing Iowa Tests of Basic Skills (ITBS) formal items and skills classification information with coding for three MCPS curriculum documents. A sixth booklet includes strategies for students to follow in taking true-false, multiple-choice, matching, completion, and essay tests. A section on post high school testing includes steps students can follow in preparing for these tests. These materials clarify the kinds of skills required by tests in relation to those same skill objectives in the Program of Studies. These materials were made available for reproduction and use by MSDE and local school systems in the state.

C. Comments on Accountability Assessment Results

The trend of achievement from 1973-74 to 1974-75 can now be observed for MCPS and the state. The table below reports the number and direction of average (mean) achievement scores on ten subtests including vocabulary, reading comprehension, spelling, capitalization, punctuation, language usage, language total, mathematics concepts, mathematics problem-solving, and mathematics total.

	Grade	1974-75 Higher Than 1973-74	1974-75 Lower Than 1973-74	No Difference
MCPS	3	10	0	0
State		10	0	0
MCPS	5	9	0	1
State		6	3	1
MCPS	7	5	2	3
State		0	10	0
MCPS	9	4	6	0
State		0	9	1
MCPS	Total	28	8	4
State		16	22	2

Differences in mean scores between the two years were usually small; however, the data show that there were more increases than decreases by MCPS, with MCPS showing 28 increases and 8 decreases in mean scores. Increases occurred more often in Grades 3 and 5, while the decreases occurred more frequently in Grades 7 and 9.

Schools also are identified as having one or more scores in the upper or lower two and one-half percent of the scores in the state after nonverbal aptitude is statistically controlled. For both report years, no MCPS junior high schools were identified as having scores in the upper or lower category. Eight elementary schools had one or more achievement test scores identified in the upper category in each year; however, only two schools had scores in this category for two successive years. Fourteen elementary schools in the Year I report and 15 schools in the Year II report had one or more scores in the lower category. Only six elementary schools remained in this category for two successive years.

MCPS also evaluates ITBS achievement test scores annually in relation to verbal scholastic aptitude. These comparisons show that MCPS student achievement in Grades 3 and 5 is particularly strong in relation to verbal scholastic aptitude, while some achievement test scores in Grades 7 and 9 show need for improvement.

D. Program Modification Activities

Test data on reading, writing, mathematics, and other instructional areas assessed by the Iowa Tests of Basic Skills, Tests of Academic Progress, and the results of the Cognitive Abilities Tests are distributed each year to parents of individual students tested, teachers, schools, administrative area offices, and the MCPS Board of Education. Criteria for use by parents in evaluating student progress are based on the differences between scholastic aptitude and achievement, using stanine scores. Criteria used to evaluate school and systemwide performance are based on differences between scholastic aptitude and achievement as reported in national percentile scores. The MCPS Board of Education receives a test report in the fall of each school year that includes an account of systemwide test results using these critera. Results of college admissions tests, advance placement tests, and an historical record of MCPS test data from 1966 forward are included. These data are used, along with others, in setting county priorities for instructional imporvement.

Area and county instructional staff have established a plan for providing coordinated supports in 1976-77 to those schools whose achievement test results do not meet expectations set for them. Area and central office staff work with each principal in analyzing test results, identifying areas for improvement, and setting schoolwide objectives. Schools are identified for intensive central office followup when a given proportion of the achievement test scores in a skill or instructional area are below student aptitude levels. Junior high schools and the MCPS instructional program for Grades 7, 8, and 9 have been identified as priority areas for improvement in basic skills instruction.

E. Unmet Needs for Resources to Permit Improvement of Programs and Services

Major strides in improving student learning are dependent on improving capabilities for evaluating student progress and instructional programs. Students need better feedback on their own learning; teachers need better collections of objectives and assessment measures for planning instruction for students; and administrators need better data for making judgments about program effectiveness. However, it is difficult to see how evaluation applications of this scope can be accomplished in a reasonable time period in view of the inflationary spiral and priorities placed on so many other efforts. Therefore, educational agencies need to find more ways of collaborating to accomplish the research and development necessary to achieve greater program evaluation capabilities. Improvements should be planned in ways that provide: products for many applications; time for ample involvement of teachers, students, and parents to ensure that the products provided meet their needs; procedures that satisfy minimal research and development standards; and more cooperation among governmental levels to gain the budget necessary to accomplish these purposes.

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
554,364	$19,250	3.8

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
15.0	12.8

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1974)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
124,324	$14,811	$26,515	11.2	20.8

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
41.0%	18.2	94.0%

C. FINANCIAL CHARACTERISTICS (FOR 1973-1974 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$1,436.97	$1,054.07	73.3%	$47.16

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
3.3%	$19.99	1.4%

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* SEE CHAPTER 3, PAGES 60-65, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

MONTGOMERY COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE*

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	8348	96.31	143	109.3	15.71	4.13	1.13
	5	9581	98.74	140	110.0	14.56	6.08	1.50
	7	9863	97.06	33	108.6	15.38	7.88	1.81
	9	10333	95.49	33	110.3	16.28	9.61	1.92
(2) READING COMPRE- HENSION	3	8348	96.29	143	109.3	15.71	4.19	1.26
	5	9581	98.74	140	110.0	14.56	5.99	1.49
	7	9863	97.12	33	108.6	15.38	7.80	1.71
	9	10333	95.75	33	110.3	16.28	9.45	1.85
(3) SPELLING	3	8348	96,36	143	109.3	15.71	4.60	1.32
	5	9581	98.52	140	110.0	14.56	6.18	1.73
	7	9863	96.42	33	108.6	15.38	7.78	2.12
	9	10333	94.96	33	110.3	16.28	9.29	2.22
(4) CAPITAL- IZATION	3	8348	96.44	143	109.3	15.71	4.58	1.28
	5	9581	98.55	140	110.0	14.56	6.32	1.66
	7	9863	96.51	33	108.6	15.38	8.10	2.06
	9	10333	95.28	33	110.3	16.28	9.68	2.20
(5) PUNCTUATION	3	8348	96.26	143	109.3	15.71	4.79	1.42
	5	9581	98.54	140	110.0	14.56	6.24	1.63
	7	9863	96.53	33	108.6	15.38	7.81	2.07
	9	10333	95.47	33	110.3	16.28	9.48	2.19

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* SEE CHAPTER 3, PAGES 66-67, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE‡ (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	8348	96.23	143	109.3	15.71	4.37	1.38
	5	9581	98.53	140	110.0	14.56	6.30	1.71
	7	9863	96.45	33	108.6	15.38	7.95	2.09
	9	20333	95.20	33	110.3	16.28	9.48	2.21
(7) LANGUAGE TOTAL	3	8348	96.01	143	109.3	15.71	4.60	1.19
	5	9581	98.44	140	110.0	14.56	6.28	1.50
	7	9863	96.11	33	108.6	15.38	7.92	1.85
	9	10333	94.88	33	110.3	16.28	9.49	2.00
(8) MATHEMATICAL CONCEPTS	3	8348	96.59	143	109.3	15.71	4.13	.97
	5	9581	98.66	140	110.0	14.56	6.28	1.50
	7	9863	96.32	33	108.6	15.38	8.19	1.77
	9	10333	94.95	33	110.3	16.28	9.77	1.88
(9) MATHEMATICAL PROBLEMS	3	8348	96.60	143	109.3	15.71	4.09	1.06
	5	9581	98.63	140	110.0	14.56	6.47	5.06
	7	9863	96.29	33	108.6	15.38	7.81	1.68
	9	10333	95.05	33	110.3	16.28	9.31	1.88
(10) MATHEMATICAL TOTAL	3	8348	96.55	143	109.3	15.71	4.13	.96
	5	9581	98.62	140	110.0	14.56	6.18	1.35
	7	9863	96.21	33	108.6	15.38	8.02	1.64
	9	10333	94.65	33	110.3	16.28	9.57	1.77

‡ SEE CHAPTER 3, PAGES 68-69, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

MONTGOMERY COUNTY

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES#

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975
NONVERBAL ABILITY	3	108.2	109.3
	5	109.5	110.0
	7	108.2	108.6
	9	110.4	110.3
VOCABULARY	3	4.05	4.13
	5	6.06	6.08
	7	7.92	7.88
	9	9.71	9.61
READING COMPREHENSION	3	4.09	4.19
	5	5.99	5.99
	7	7.84	7.80
	9	9.52	9.45
LANGUAGE TOTAL	3	4.40	4.60
	5	6.15	6.28
	7	7.87	7.92
	9	9.47	9.49
MATHEMATICAL TOTAL	3	4.04	4.13
	5	6.15	6.18
	7	8.02	8.02
	9	9.62	9.57

SEE CHAPTER 3, PAGES 70-71, FOR DEFINITION OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD ALSO BE NOTED THAT THE SCORES REPORTED FOR YEAR I AND YEAR II ARE FROM DIFFERENT STUDENT POPULATIONS.

MONTGOMERY COUNTY (ALTA VISTA - BURNING TREE)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
ALTA VISTA	K-6	214	22.5	95.8	8.5	1.0	18.1	23.5	68.4	2.1	14.5	20,419
ARCOLA	K-6	306	18.0	94.4	16.0	1.0	17.5	37.0	47.1	2.1	12.6	15,309
ASHBURTON	K-6	301	17.2	96.1	16.5	1.0	9.9	35.5	51.4	3.7	13.4	20,853
ASPEN HILL	K-6	400	18.2	95.9	21.0	1.0	12.3	21.0	45.5	1.7	12.6	17,178
AYRLAWN	K-6	219	19.0	97.0	10.5	1.0	9.3	20.0	30.4	1.1	13.9	18,958
BANNOCKBURN	K-6	394	22.5	94.9	16.5	1.0	9.7	23.9	37.1	4.4	15.4	26,054
BEL PRE	K-6	460	21.9	95.3	20.0	1.0	11.3	36.0	28.6	0.0	12.8	13,789
BELLS MILL	K-6	491	21.8	95.1	21.5	1.0	10.5	27.0	42.2	6.1	14.3	24,106
BELMONT	K-6	510	21.3	96.0	23.0	1.0	6.2	14.3	33.3	3.2	12.6	16,305
BETHESDA	P-6	485	23.5	95.4	19.6	1.0	11.5	35.0	29.1	6.0	13.2	17,388
BEVERLY FARMS	K-6	676	21.2	97.1	29.9	2.0	10.5	31.0	32.6	0.5	13.7	21,027
BRADLEY	K-6	319	29.0	95.1	10.0	1.0	10.7	18.6	36.4	3.7	13.8	19.439
BROAD ACRES	P-6	341	25.0	94.7	12.6	1.0	11.7	32.0	29.3	4.2	12.5	12,791
BROOKHAVEN	K-6	628	19.4	96.0	30.3	2.0	14.1	24.3	27.9	1.0	12.7	18,241
BROOKMONT	K-6	362	24.0	96.3	14.1	1.0	16.6	7.5	40.4	2.0	13.8	21,244
BROOKVIEW	K-6	261	18.6	94.9	13.0	1.0	18.7	32.3	50.0	6.5	12.5	12,791
BROWN STATION	K-6	904	23.2	95.0	38.0	1.0	2.1	16.4	35.9	0.0	12.7	14,509
BURNING TREE	K-6	307	19.2	96.5	15.0	1.0	14.2	18.0	59.4	3.4	15.2	29,967

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

MONTGOMERY COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
ALTA VISTA	3	115.3	4.30	4.52	-.22	4.70	4.62	+.08	4.90	5.00	-.10	4.30	4.50	-.20
	5	118.1	7.00	6.72	+.28	7.00	6.70	+.30	7.00	6.92	+.08	6.60	6.83	-.23
ARCOLA	3	104.0	3.60	3.79	-.19	3.80	3.87	-.07	4.30	4.25	+.05	3.90	3.84	+.06
	5	107.3	5.70	5.77	-.07	5.50	5.78	-.28	6.50	6.01	+.49	6.00	5.97	+.03
ASHBURTON	3	113.0	4.30	4.37	-.07	4.20	4.47	-.27	4.60	4.85	-.25	4.30	4.37	-.07
	5	109.2	6.50	5.93	+.57	6.10	5.94	+.16	6.30	6.17	+.13	6.30	6.12	+.18
ASPEN HILL	3	107.0	4.00	3.99	+.01	4.00	4.07	-.07	4.40	4.45	-.05	4.20	4.02	+.18
	5	111.0	5.90	6.09	-.19	5.80	6.10	-.30	6.10	6.32	-.22	6.30	6.26	+.04
AYRLAWN	3	117.6	4.30	4.67	-.37	4.30	4.78	-.48	4.90	5.15	-.35	4.60	4.63	-.03
	5	116.1	6.20	6.54	-.34	5.90	6.53	-.63 *	6.40	6.75	-.35	6.20	6.67	-.47
BANNOCKBURN	3	110.2	4.20	4.19	+.01	4.10	4.28	-.18	4.40	4.66	-.26	4.00	4.20	-.20
	5	114.4	6.70	6.39	+.31	6.60	6.38	+.22	6.80	6.61	+.19	6.60	6.53	+.07
BEL PRE	3	111.3	4.10	4.26	-.16	4.10	4.36	-.26	4.70	4.73	-.03	4.20	4.27	-.07
	5	109.3	5.80	5.94	-.14	5.80	5.95	-.15	5.80	6.18	-.38	5.80	6.13	-.33
BELLS MILL	3	117.5	4.70	4.66	+.04	4.60	4.77	-.17	5.20	5.14	+.06	4.60	4.63	-.03
	5	113.1	6.10	6.28	-.18	6.00	6.27	-.27	6.80	6.50	+.30	6.20	6.43	-.23
BELMONT	3	108.9	4.00	4.11	-.11	3.90	4.20	-.30	4.20	4.57	-.37	4.00	4.13	-.13
	5	105.2	5.40	5.58	-.18	5.50	5.60	-.10	5.50	5.84	-.34	5.70	5.80	-.10
BETHESDA	3	113.2	4.70	4.39	+.31	4.80	4.48	+.32	4.90	4.86	+.04	4.30	4.38	-.08
	5	114.7	6.90	6.42	+.48	6.80	6.41	+.39	6.90	6.63	+.27	6.70	6.56	+.14
BEVERLY FARMS	3	112.5	4.70	4.34	+.36	4.80	4.44	+.36	4.90	4.81	+.09	4.50	4.34	+.16
	5	109.4	6.40	5.95	+.45	6.10	5.96	+.14	6.20	6.19	+.01	6.60	6.13	+.47
BRADLEY	3	122.6	5.00	4.99	+.01	5.30	5.11	+.19	5.70	5.48	+.22	4.90	4.92	-.02
	5	122.1	7.10	7.07	+.03	7.00	7.03	-.03	7.60	7.25	+.35	7.30	7.15	+.15
BROAD ACRES	3	107.2	3.50	4.00	-.50	3.70	4.08	-.38	4.80	4.46	+.34	4.10	4.03	+.07
	5	106.4	5.60	5.69	-.09	5.50	5.71	-.21	5.90	5.94	-.04	6.10	5.89	+.21
BROOKHAVEN	3	112.6	4.30	4.35	-.05	4.30	4.44	-.14	4.70	4.82	-.12	4.30	4.34	-.04
	5	109.2	6.00	5.93	+.07	5.90	5.94	-.04	6.40	6.17	+.23	6.10	6.12	-.02
BROOKMONT	3	118.4	4.70	4.72	-.02	4.60	4.83	-.23	5.30	5.20	+.10	4.60	4.68	-.08
	5	116.5	7.00	6.58	+.42	6.60	6.56	+.04	7.00	6.78	+.22	6.80	6.70	+.10
BROOKVIEW	3	108.8	3.70	4.10	-.40	3.60	4.19	-.59 *	4.20	4.57	-.37	3.90	4.12	-.22
	5	108.4	5.70	5.86	-.16	5.60	5.88	-.28	5.70	6.11	-.41	5.80	6.05	-.25
BROWN STATION	3	109.9	4.30	4.17	+.13	4.50	4.26	+.24	5.00	4.64	+.36	4.50	4.19	+.31
	5	113.0	6.50	6.27	+.23	6.40	6.26	+.14	6.60	6.49	+.11	6.80	6.42	+.38
BURNING TREE	3	118.2	5.00	4.71	+.29	5.10	4.82	+.28	5.50	5.19	+.31	4.90	4.67	+.23
	5	115.6	7.10	6.50	+.60	6.80	6.48	+.32	7.30	6.71	+.59	7.00	6.63	+.37

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* SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

MONTGOMERY COUNTY (BURNT MILLS - CRESTHAVEN)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
BURNT MILLS	K-6	263	20.2	95.4	12.0	1.0	10.1	19.0	30.8	3.2	12.8	18,839
BURTONSVILLE	P-6	362	18.9	94.6	18.1	1.0	8.1	36.0	23.5	3.9	12.6	15,615
BUSHEY DRIVE	K-6	202	21.3	94.3	8.5	1.0	8.2	9.6	31.6	6.3	12.5	13,802
CANDLEWOOD	K-6	519	23.1	96.9	21.5	1.0	8.1	22.8	22.2	0.3	12.7	16,105
CANNON ROAD	K-6	639	22.8	95.8	26.0	2.0	12.8	22.5	28.6	1.5	12.8	19,294
CARDEROCK SPRINGS	K-6	382	20.1	96.3	18.0	1.0	6.6	28.0	47.4	1.1	14.9	29,073
CARL SANDBURG	K-6	280	18.7	96.3	14.0	1.0	9.9	25.0	20.0	4.0	12.5	14,979
CASHELL	K-6	618	22.5	96.9	25.5	2.0	10.0	16.0	43.6	5.2	12.6	16,005
CEDAR GROVE	K-6	342	20.7	96.3	15.5	1.0	11.8	22.0	36.4	9.3	2.2	13,286
CHEVY CHASE	K-6	503	23.9	95.5	20.0	1.0	16.0	25.0	61.9	4.2	14.5	23,893
CLARKSBURG	P-6	301	18.1	93.9	15.6	1.0	7.5	14.0	18.0	10.5	12.1	13,395
CLOVERLY	K-6	403	21.2	96.3	18.0	1.0	8.7	22.5	36.8	4.8	12.6	16,590
COLD SPRING	K-6	657	23.5	97.1	26.0	2.0	10.0	17.7	28.6	0.0	13.4	22,159
COLESVILLE	P-6	305	23.2	93.5	12.1	1.0	11.6	14.0	34.3	3.3	12.9	20,649
COLLEGE GARDENS	K-6	660	23.1	96.4	26.6	2.0	11.3	30.5	44.1	2.4	13.6	17,370
CONGRESSIONAL	K-6	383	21.3	95.1	17.0	1.0	10.0	33.7	44.4	1.9	12.5	12,286
CONNECTICUT PARK	K-6	443	21.6	96.1	19.5	1.0	11.1	20.8	26.8	4.3	12.6	15,510
CRESTHAVEN	K-6	357	19.3	95.8	17.5	1.0	14.0	22.5	59.5	3.1	12.7	17,619

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‡ SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES‡

MONTGOMERY COUNTY SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
BURNT MILLS	3	111.6	4.00	4.28	-.28	3.90	4.38	-.48	4.70	4.75	-.05	4.40	4.28	+.12
	5	109.7	6.20	5.98	+.22	5.70	5.99	-.29	6.40	6.21	+.19	6.50	6.16	+.34
BURTONSVILLE	3	106.0	4.40	3.92	+.48	4.10	4.00	+.10	4.70	4.38	+.32	4.10	3.96	+.14
	5	105.2	5.50	5.58	-.08	5.50	5.60	-.10	5.80	5.84	-.04	6.20	5.80	+.40
BUSHEY DRIVE	3	105.0	3.90	3.86	+.04	3.60	3.93	-.33	3.80	4.31	-.51	3.70	3.90	-.20
	5	106.0	5.20	5.65	-.45	5.00	5.67	-.67 *	5.10	5.91	-.81 *	5.30	5.86	-.56
CANDLEWOOD	3	116.7	4.60	4.61	-.01	5.00	4.72	+.28	5.40	5.09	+.31	4.70	4.58	+.12
	5	112.7	6.50	6.24	+.26	7.00	6.24	+.76 *	7.00	6.46	+.54	6.60	6.40	+.20
CANNON ROAD	3	111.5	4.30	4.28	+.02	4.40	4.37	+.03	4.90	4.75	+.15	4.30	4.28	+.02
	5	108.3	6.20	5.85	+.35	6.10	5.87	+.23	6.50	6.10	+.40	6.20	6.05	+.15
CARDEROCK SPRINGS	3	115.5	4.60	4.53	+.07	4.60	4.64	-.04	5.40	5.01	+.39	4.50	4.51	-.01
	5	111.0	6.40	6.09	+.31	6.10	6.10	+.00	6.60	6.32	+.28	6.30	6.26	+.04
CARL SANDBURG	3	107.0	4.00	3.99	+.01	4.10	4.07	+.03	4.40	4.45	-.05	3.90	4.02	-.12
	5	111.4	5.70	6.13	-.43	5.50	6.13	-.63 *	5.50	6.36	-.86 *	6.00	6.29	-.29
CASHELL	3	99.5	4.20	3.50	+.70 *	4.50	3.56	+.94 *	4.80	3.95	+.85 *	4.30	3.58	+.72 *
	5	107.6	6.40	5.79	+.61	6.40	5.61	+.79	6.60	6.04	+.56	6.70	5.99	+.71 *
CEDAR GROVE	3	111.2	4.40	4.26	+.14	4.70	4.35	+.35	5.40	4.73	+.67	4.70	4.26	+.44
	5	107.7	5.80	5.80	+.00	6.00	5.62	+.18	6.30	6.05	+.25	6.10	6.00	+.10
CHEVY CHASE	3	116.4	5.00	4.59	+.41	5.10	4.70	+.40	5.50	5.07	+.43	4.80	4.56	+.24
	5	116.3	6.90	6.56	+.34	6.60	6.54	+.06	7.30	6.77	+.53	7.10	6.68	+.42
CLARKSBURG	3	105.5	3.40	3.89	-.49	3.80	3.97	-.17	3.80	4.35	-.55	3.70	3.93	-.23
	5	102.6	5.00	5.35	-.35	5.20	5.38	-.18	5.20	5.62	-.42	5.20	5.59	-.39
CLOVERLY	3	111.0	4.30	4.24	+.06	4.20	4.34	-.14	4.60	4.71	-.11	4.10	4.25	-.15
	5	112.8	6.30	6.25	+.05	6.10	6.25	-.15	7.10	6.47	+.63	6.60	6.40	+.20
COLD SPRING	3	114.4	4.50	4.46	+.04	4.50	4.56	-.06	5.00	4.94	+.06	4.40	4.45	-.05
	5	111.3	6.60	6.12	+.48	6.30	6.12	+.18	6.70	6.35	+.35	6.50	6.28	+.22
COLESVILLE	3	99.2	3.40	3.48	-.08	3.50	3.54	-.04	3.90	3.93	-.03	3.40	3.57	-.17
	5	108.9	6.20	5.91	+.29	6.00	5.92	+.08	6.30	6.15	+.15	5.90	6.09	-.19
COLLEGE GARDENS	3	112.0	4.10	4.31	-.21	4.20	4.40	-.20	4.60	4.78	-.18	4.20	4.31	-.11
	5	112.3	6.30	6.21	+.09	6.20	6.21	-.01	6.70	6.43	+.27	6.30	6.36	-.06
CONGRESSIONAL	3	107.6	3.40	4.02	-.62 *	3.70	4.11	-.41	4.70	4.49	+.21	4.50	4.05	+.45
	5	111.6	5.60	6.14	-.54	5.40	6.15	-.75 *	6.00	6.37	-.37	6.00	6.31	-.31
CONNECTICUT PARK	3	105.6	3.60	3.90	-.30	3.60	3.97	-.37	4.10	4.35	-.25	4.00	3.94	+.06
	5	109.8	6.00	5.99	+.01	5.90	5.99	-.09	6.30	6.22	+.08	6.10	6.17	-.07
CRESTHAVEN	3	106.1	4.40	3.93	+.47	4.40	4.01	+.39	4.90	4.39	+.51	4.10	3.97	+.13
	5	111.8	6.30	6.16	+.14	6.20	6.16	+.04	6.40	6.39	+.01	6.40	6.32	+.08

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‡ SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

MONTGOMERY COUNTY (DAMASCUS - GALWAY)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
DAMASCUS	K-6	708	21.8	94.3	30.5	2.0	11.7	20.3	24.6	9.0	12.2	12,961
BARNESTOWN	K-6	420	18.7	95.7	21.5	1.0	13.7	43.0	44.4	5.0	12.2	13,763
DENNIS AVENUE	K-6	225	20.5	94.5	10.0	1.0	10.2	20.5	36.4	1.1	12.7	16,777
EAST SILVER SPRING	K-6	280	19.3	95.3	13.5	1.0	9.2	12.0	34.5	5.8	12.6	11,828
EDWARD U TAYLOR	P-6	143	15.9	94.3	8.0	1.0	13.3	15.0	33.3	7.6	12.1	12,543
ENGLISH MANOR	K-6	518	21.1	95.8	23.5	1.0	7.9	23.0	40.8	5.7	12.8	19,068
FAIRLAND	K-6	638	20.9	95.3	28.5	2.0	10.1	18.3	36.1	5.9	12.7	17,476
FALLSMEAD	K-6	521	23.7	97.0	21.0	1.0	7.5	35.0	22.7	0.0	NA	NA
FARMLAND	K-6	522	24.9	96.2	20.0	1.0	12.8	23.0	28.[illegible]	0.8	14.7	28,157
FERNWOOD	K-6	285	19.0	95.3	14.0	1.0	9.5	20.0	33.3	0.8	14.1	24,020
FIELDS ROAD	K-6	580	20.3	94.4	26.5	2.0	7.1	17.5	38.6	15.2	12.8	18,360
FLOWER VALLEY	K-6	632	23.8	96.3	24.5	2.0	14.2	28.0	34.0	8.4	12.8	18,166
FOREST GROVE	K-6	296	14.4	95.7	19.5	1.0	10.0	8.0	56.1	3.2	12.7	17,634
FOREST KNOLLS	K-6	239	11.9	94.1	19.0	1.0	12.0	17.0	45.0	2.7	12.6	19,988
FOUR CORNERS	P-6	333	16.1	96.1	19.6	1.0	10.1	22.0	38.8	8.8	12.6	16,780
FOX CHAPEL	K-6	498	19.9	94.1	24.0	1.0	7.1	17.0	48.0	7.1	NA	NA
GAITHERSBURG	P-6	655	19.3	94.4	32.0	2.0	11.5	24.0	23.5	6.5	12.2	11,736
GALWAY	K-6	563	23.9	95.4	22.5	1.0	10.2	25.0	21.3	0.4	12.7	17,550

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

MONTGOMERY COUNTY SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
DAMASCUS	3	103.8	3.70	3.78	-.08	3.80	3.85	-.05	4.20	4.23	-.03	3.70	3.83	-.13
	5	104.6	5.40	5.53	-.13	5.50	5.55	-.05	6.00	5.79	+.21	5.80	5.75	+.05
DARNESTOWN	3	108.9	4.00	4.11	-.11	4.10	4.20	-.10	4.50	4.57	-.07	4.20	4.13	+.07
	5	113.1	6.20	6.28	-.08	6.10	6.27	-.17	6.50	6.50	+.00	6.60	6.43	+.17
DENNIS AVENUE	3	114.9	4.20	4.50	-.30	4.40	4.60	-.20	4.90	4.97	-.07	4.30	4.48	-.18
	5	115.1	6.30	6.45	-.15	6.20	6.44	-.24	6.80	6.67	+.13	6.70	6.59	+.11
EAST SILVER SPRING	3	106.1	3.70	3.93	-.23	3.60	4.01	-.41	4.00	4.39	-.39	3.70	3.97	-.27
EDWARD U TAYLOR	3	91.5	3.40	2.99	+.41	3.10	3.03	+.07	3.30	3.42	-.12	3.10	3.12	-.02
	5	115.1	5.40	6.45	-1.05 *	5.00	6.44	-1.44 *	5.50	6.67	-1.17 *	5.70	6.59	-.89 *
ENGLISH MANOR	3	109.1	3.80	4.12	-.32	3.70	4.21	-.51	4.40	4.59	-.19	3.90	4.14	-.24
	5	110.8	6.10	6.07	+.03	6.20	6.08	+.12	6.50	6.31	+.19	6.20	6.25	-.05
FAIRLAND	3	108.1	4.20	4.06	+.14	4.30	4.14	+.16	4.50	4.52	-.02	4.00	4.08	-.08
	5	110.8	6.30	6.07	+.23	6.10	6.08	+.02	6.30	6.31	-.01	6.30	6.25	+.05
FALLSMEAD	3	110.7	4.40	4.22	+.18	4.50	4.32	+.18	5.00	4.69	+.31	4.40	4.23	+.17
	5	112.2	6.70	6.20	+.50	6.50	6.20	+.30	6.90	6.42	+.48	6.70	6.36	+.34
FARMLAND	3	115.6	4.50	4.54	-.04	4.70	4.64	+.06	5.50	5.02	+.48	4.90	4.52	+.38
	5	114.3	6.80	6.38	+.42	6.70	6.37	+.33	7.20	6.60	+.60	7.00	6.52	+.48
FERNWOOD	3	114.9	4.60	4.50	+.10	4.70	4.60	+.10	5.50	4.97	+.53	4.90	4.48	+.42
	5	119.0	7.00	6.80	+.20	6.90	6.77	+.13	7.40	6.99	+.41	7.30	6.90	+.40
FIELDS ROAD	3	105.4	3.50	3.88	-.38	3.60	3.96	-.36	4.00	4.34	-.34	3.70	3.92	-.22
	5	106.2	5.50	5.67	-.17	5.60	5.69	-.09	5.70	5.92	-.22	5.80	5.88	-.08
FLOWER VALLEY	3	111.4	4.40	4.27	+.13	4.40	4.36	+.04	4.70	4.74	-.04	4.40	4.27	+.13
	5	116.9	6.50	6.61	-.11	6.50	6.59	-.09	7.00	6.82	+.18	6.70	6.73	-.03
FOREST GROVE	3	107.8	3.90	4.04	-.14	3.80	4.12	-.32	4.40	4.50	-.10	3.70	4.06	-.36
	5	112.2	6.20	6.20	+.00	6.30	6.20	+.10	6.60	6.42	+.18	6.40	6.36	+.04
FOREST KNOLLS	3	113.3	4.00	4.39	-.39	4.50	4.49	+.01	4.40	4.87	-.47	4.50	4.38	+.12
	5	119.4	6.30	6.83	-.53	6.60	6.61	-.21	6.80	7.02	-.22	7.10	6.93	+.17
FOUR CORNERS	3	108.3	4.50	4.07	+.43	4.40	4.15	+.25	4.70	4.53	+.17	4.30	4.09	+.21
	5	113.2	6.00	6.29	-.29	6.00	6.28	-.28	6.10	6.51	-.41	6.30	6.44	-.14
FOX CHAPEL	3	100.2	3.50	3.55	-.05	3.50	3.61	-.11	4.10	4.00	+.10	3.80	3.62	+.18
	5	104.1	5.20	5.48	-.28	5.10	5.51	-.41	5.10	5.75	-.65	5.30	5.71	-.41
GAITHERSBURG	3	100.7	3.30	3.58	-.28	3.60	3.65	-.05	3.80	4.03	-.23	3.40	3.65	-.25
	5	104.6	5.00	5.53	-.53	5.10	5.55	-.45	5.50	5.79	-.29	5.20	5.75	-.55
GALWAY	3	109.5	4.20	4.15	+.05	4.30	4.24	+.06	4.80	4.61	+.19	4.20	4.16	+.04
	5	111.3	6.60	6.12	+.48	6.50	6.12	+.38	6.50	6.35	+.15	6.70	6.28	+.42

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* SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

MONTGOMERY COUNTY (GARRETT PARK - KENSINGTON)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
GARRETT PARK	K-6	334	22.9	96.1	13.6	1.0	9.1	28.0	38.3	3.1	13.8	16,754
GEORGETOWN HILL	K-6	534	25.4	96.6	20.0	1.0	13.7	17.0	57.1	0.6	13.7	21,027
GEORGIAN FOREST	K-6	370	14.8	95.4	24.0	1.0	9.2	17.5	40.0	3.9	12.7	15,734
GERMANTOWN	P-6	400	21.1	95.9	18.0	1.0	13.7	13.0	47.4	11.3	12.2	13,821
GLEN HAVEN	K-6	470	20.0	94.1	22.5	1.0	11.3	22.0	21.3	1.8	12.5	15,414
GLENALLEN	K-6	443	22.7	94.1	18.5	1.0	7.6	11.0	33.3	4.4	12.8	13,821
GLENMONT	P-6	469	18.7	95.1	24.1	1.0	14.1	19.3	54.2	2.6	12.4	13,508
GREENWOOD	K-6	582	24.3	96.0	23.0	1.0	8.0	30.0	25.0	6.6	12.6	15,637
GROSVENOR	K-6	336	21.7	95.9	14.5	1.0	11.6	18.0	19.3	0.9	13.5	19,122
HARMONY HILLS	K-6	529	21.6	96.1	23.5	1.0	13.0	25.0	36.7	4.7	12.7	14,826
HIGHLAND	P-6	582	20.7	95.3	26.1	2.0	14.5	13.0	28.4	2.2	12.4	13,402
HIGHLAND VIEW	K-6	378	22.9	93.7	15.5	1.0	5.4	20.8	24.2	9.6	12.6	13,159
HILLANDALE	K-6	268	24.4	95.6	10.0	1.0	11.1	22.6	45.5	2.0	12.7	17,619
HOLIDAY PARK	P-6	441	19.4	95.7	21.7	1.0	11.2	22.8	22.0	7.2	12.3	12,607
HUNGERFORD	K-6	362	22.6	95.4	15.0	1.0	12.7	33.0	25.0	1.9	12.7	17,217
JACKSON ROAD	K-6	465	20.2	95.9	22.0	1.0	16.9	17.2	34.8	0.2	12.8	19,940
KEMP MILL	K-6	312	16.0	95.1	18.5	1.0	12.9	24.8	59.0	0.6	12.9	20,969
KENSINGTON	K-6	266	17.7	94.5	14.0	1.0	13.7	23.3	40.0	5.5	12.8	15,576

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‡ SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

MONTGOMERY COUNTY SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
GARRETT PARK	3	113.2	4.40	4.39	+.01	4.40	4.48	-.08	4.60	4.86	-.26	4.20	4.38	-.18
	5	112.8	6.40	6.25	+.15	6.60	6.25	+.35	6.50	6.47	+.03	6.20	6.40	-.20
GEORGETOWN HILL	3	115.4	4.70	4.53	+.17	4.80	4.63	+.17	5.20	5.00	+.20	4.60	4.50	+.10
	5	113.9	6.80	6.35	+.45	6.70	6.34	+.36	7.10	6.56	+.54	6.90	6.49	+.41
GEORGIAN FOREST	3	103.7	3.60	3.77	-.17	3.80	3.85	-.05	4.00	4.23	-.23	3.80	3.83	-.03
	5	108.8	5.80	5.90	-.10	5.80	5.91	-.11	6.60	6.14	+.46	6.50	6.09	+.41
GERMANTOWN	3	106.9	4.20	3.98	+.22	4.30	4.06	+.24	5.00	4.44	+.56	4.60	4.01	+.59 *
	5	106.7	5.60	5.71	-.11	5.80	5.73	+.07	5.90	5.96	-.06	6.10	5.92	+.18
GLEN HAVEN	3	104.4	4.10	3.82	+.28	4.10	3.89	+.21	4.60	4.27	+.33	3.80	3.87	-.07
	5	105.3	5.60	5.59	+.01	5.70	5.61	+.09	5.90	5.85	+.05	5.90	5.81	+.09
GLENALLEN	3	100.3	3.50	3.55	-.05	3.40	3.62	-.22	3.80	4.00	-.20	3.50	3.63	-.13
	5	107.5	6.10	5.78	+.32	5.90	5.80	+.10	5.80	6.03	-.23	5.90	5.98	-.08
GLENMONT	3	109.4	4.10	4.14	-.04	4.30	4.23	+.07	4.60	4.61	-.01	4.20	4.16	+.04
	5	104.2	5.50	5.49	+.01	5.50	5.52	-.02	5.80	5.76	+.04	5.90	5.72	+.18
GREENWOOD	3	111.3	4.20	4.26	-.06	4.20	4.36	-.16	4.90	4.73	+.17	4.10	4.27	-.17
	5	106.4	5.80	5.69	+.11	5.90	5.71	+.19	5.80	5.94	-.14	6.00	5.89	+.11
GROSVENOR	3	111.8	4.40	4.30	+.10	4.70	4.39	+.31	4.80	4.77	+.03	4.60	4.30	+.30
	5	110.8	6.30	6.07	+.23	6.10	6.08	+.02	5.90	6.31	-.41	6.40	6.25	+.15
HARMONY HILLS	3	110.5	4.00	4.21	-.21	4.10	4.30	-.20	4.50	4.68	-.18	4.10	4.22	-.12
	5	106.3	5.80	5.68	+.12	5.60	5.70	-.10	6.00	5.93	+.07	6.00	5.89	+.11
HIGHLAND	3	102.7	4.00	3.71	+.29	4.00	3.78	+.22	4.40	4.16	+.24	[illegible]	3.77	+.13
	5	106.5	5.60	5.69	-.09	5.60	5.71	-.11	6.10	5.95	+.15	6.10	5.90	+.20
HIGHLAND VIEW	3	108.6	4.30	4.09	+.21	4.40	4.18	+.22	5.00	4.55	+.45	4.30	4.11	+.19
	5	104.0	5.90	5.47	+.43	5.80	5.50	+.30	6.20	5.74	+.46	5.70	5.70	+.00
HILLANDALE	3	108.0	3.90	4.05	-.15	4.20	4.13	+.07	4.40	4.51	-.11	4.00	4.08	-.08
	5	113.1	6.20	6.28	-.08	5.90	6.27	-.37	6.30	6.50	-.20	6.10	6.43	-.33
HOLIDAY PARK	3	100.8	3.40	3.59	-.19	3.70	3.65	+.05	4.00	4.04	-.04	3.50	3.66	-.16
	5	99.6	5.20	5.08	+.12	5.30	5.13	+.17	5.20	5.37	-.17	5.40	5.35	+.05
HUNGERFORD	3	113.4	4.50	4.40	+.10	4.70	4.50	+.20	5.00	4.87	+.13	4.40	4.39	+.01
	5	113.4	6.90	6.30	+.60	6.70	6.30	+.40	6.80	6.52	+.28	6.90	6.45	+.45
JACKSON ROAD	3	113.9	4.60	4.43	+.17	4.70	4.53	+.17	5.10	4.91	+.19	4.50	4.42	+.08
	5	113.2	6.40	6.29	+.11	6.40	6.28	+.12	6.50	6.51	-.01	6.60	6.44	+.16
KEMP MILL	3	110.8	4.10	4.23	-.13	4.40	4.32	+.08	4.60	4.70	-.10	4.50	4.24	+.26
	5	113.6	6.60	6.32	+.28	6.30	6.32	-.02	6.60	6.54	+.06	6.70	6.47	+.23
KENSINGTON	3	111.5	3.80	4.28	-.48	3.90	4.37	-.47	4.30	4.75	-.45	3.70	4.28	-.58 *
	5	111.6	5.50	6.14	-.64	5.60	6.15	-.55	5.70	6.37	-.67	5.80	6.31	-.51

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* SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

MONTGOMERY COUNTY (LAKE NORMANDY - NORTH CHEVY CHASE)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
LAKE NORMANDY	K-6	503	21.4	96.1	22.5	1.0	8.9	15.0	29.8	0.0	14.3	24,151
LAKEWOOD	K-6	483	21.9	96.7	21.0	1.0	8.6	13.0	31.8	2.4	13.1	21,819
LARCHMONT	K-6	302	23.2	95.7	13.0	0.0	14.4	0.0	46.1	3.5	13.6	22,034
LAYTONSVILLE	K-6	697	19.8	94.2	33.2	2.0	13.6	17.5	27.3	6.8	12.4	14,025
LONE OAK	P-6	541	18.6	95.0	28.1	1.0	10.3	34.0	34.3	2.4	12.4	13,897
LUCY BARNSLEY	K-6	672	23.6	96.6	26.5	2.0	7.9	17.5	38.6	0.0	12.9	19,780
LUXMANOR	K-6	341	20.7	96.9	15.5	1.0	6.9	21.0	33.3	0.0	14.5	25,200
LYNNBROOK	K-6	262	19.5	93.2	12.4	1.0	12.4	14.0	25.4	3.4	12.8	14,588
MACDONALD KNOLLS	K-6	199	22.1	96.2	8.0	1.0	12.6	17.0	66.7	4.1	12.6	14,451
MARYVALE	P-4	398	15.8	93.3	22.3	3.0	13.3	23.2	35.6	10.0	11.8	11,586
MCKENNEY HILLS	K-6	214	20.4	94.5	10.5	0.0	13.8	0.0	47.6	6.2	12.7	16,748
MEADOW HALL	K-6	425	16.6	95.1	24.6	1.0	11.5	32.0	39.1	6.6	12.5	15,669
MILL CREEK TOWNE	K-6	767	22.5	95.1	32.0	2.0	8.9	25.3	32.3	0.2	12.9	17,336
MONOCACY	P-6	272	20.7	94.9	12.1	1.0	14.0	24.5	30.5	13.4	12.0	10,547
MONTGOMERY KNOLLS	K-6	335	26.8	94.2	11.5	1.0	12.1	14.0	16.0	3.6	12.7	19,484
MONTROSE	K-6	335	20.9	94.7	15.0	1.0	12.4	32.7	43.7	1.6	12.6	13,706
NEW HAMPSHIRE ESTATES	P-4	232	16.6	92.1	13.0	1.0	14.2	24.7	50.0	8.7	12.3	10,684
NORTH CHEVY CHASE	K-6	332	19.5	96.5	16.0	1.0	11.5	2.0	35.3	4.5	13.7	21,545

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

MONTGOMERY COUNTY (LAKE NORMANDY - NORTH CHEVY CHASE)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES+

MONTGOMERY COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
LAKE NORMANDY	3	117.9	4.60	4.69	-.09	4.60	4.80	-.20	5.20	5.17	+.03	4.50	4.65	-.15
	5	114.6	6.60	6.41	+.19	6.20	6.40	-.20	6.70	6.62	+.08	6.70	6.55	+.15
LAKEWOOD	3	110.8	4.10	4.23	-.13	4.10	4.32	-.22	4.50	4.70	-.20	3.90	4.24	-.34
	5	111.3	6.30	6.12	+.18	6.20	6.12	+.08	6.40	6.35	+.05	6.40	6.28	+.12
LARCHMONT	3	105.9	4.40	3.92	+.48	4.50	3.99	+.51	4.70	4.37	+.33	4.20	3.95	+.25
	5	107.7	6.30	5.80	+.50	6.10	5.82	+.28	6.10	6.05	+.05	6.20	6.00	+.20
LAYTONSVILLE	3	106.8	3.90	3.97	-.07	4.00	4.05	-.05	4.60	4.43	+.17	3.90	4.01	-.11
	5	105.7	5.60	5.62	-.02	5.70	5.65	+.05	6.00	5.88	+.12	5.70	5.84	-.14
LONE OAK	3	107.9	3.90	4.04	-.14	4.00	4.13	-.13	4.30	4.51	-.21	3.70	4.07	-.37
	5	107.9	5.00	5.82	-.82 *	5.00	5.83	-.83 *	5.10	6.06	-.96 *	5.30	6.01	-.71 *
LUCY BARNSLEY	3	111.8	4.50	4.30	+.20	4.60	4.39	+.21	4.80	4.77	+.03	4.40	4.30	+.10
	5	115.5	6.60	6.49	+.11	6.60	6.48	+.12	6.90	6.70	+.20	6.70	6.62	+.08
LUXMANOR	3	115.3	5.00	4.52	+.48	4.90	4.62	+.28	5.70	5.00	+.70 *	5.00	4.50	+.50 *
	5	116.5	6.80	6.58	+.22	6.70	6.56	+.14	7.20	6.78	+.42	6.80	6.70	+.10
LYNNBROOK	3	104.1	3.80	3.80	+.00	3.90	3.87	+.03	4.10	4.25	-.15	3.80	3.85	-.05
	5	114.8	6.50	6.43	+.07	6.40	6.42	-.02	6.60	6.64	-.04	6.30	6.56	-.26
MACDONALD KNOLLS	3	102.1	3.80	3.67	+.13	3.90	3.74	+.16	4.00	4.12	-.12	3.90	3.73	+.17
	5	109.9	5.60	5.99	-.39	5.60	6.00	-.40	5.90	6.23	-.33	5.80	6.17	-.37
MARYVALE	3	100.3	3.20	3.55	-.35	3.30	3.62	-.32	3.50	4.00	-.50	3.30	3.63	-.33
MCKENNEY HILLS	3	112.6	4.20	4.35	-.15	3.90	4.44	-.54	4.60	4.82	-.22	4.00	4.34	-.34
	5	107.8	5.90	5.81	+.09	5.70	5.82	-.12	5.80	6.06	-.26	5.90	6.01	-.11
MEADOW HALL	3	111.5	4.10	4.28	-.18	4.20	4.37	-.17	4.80	4.75	+.05	4.10	4.28	-.18
	5	106.3	5.40	5.68	-.28	5.50	5.70	-.20	5.70	5.93	-.23	5.60	5.89	-.29
MILL CREEK TOWNE	3	114.0	4.50	4.44	+.06	4.50	4.54	-.04	5.20	4.91	+.29	4.50	4.42	+.08
	5	109.6	6.10	5.97	+.13	6.00	5.98	+.02	6.50	6.21	+.29	6.30	6.15	+.15
MONOCACY	3	108.5	3.70	4.08	-.38	3.90	4.17	-.27	4.00	4.55	-.55	3.70	4.10	-.40
	5	104.2	5.60	5.49	+.11	5.40	5.52	-.12	5.70	5.76	-.06	5.50	5.72	-.22
MONTGOMERY KNOLLS	3	106.3	4.10	3.94	+.16	4.10	4.02	+.08	4.70	4.40	+.30	4.30	3.98	+.32
	5	103.8	5.40	5.46	-.06	5.40	5.49	-.09	5.80	5.72	+.08	5.80	5.69	+.11
MONTROSE	3	105.7	3.80	3.90	-.10	4.00	3.98	+.02	4.60	4.36	+.24	3.90	3.94	-.04
	5	102.0	5.30	5.30	+.00	5.30	5.33	-.03	5.60	5.57	+.03	5.40	5.54	-.14
NEW HAMPSHIRE ESTATE	3	100.6	3.20	3.57	-.37	2.90	3.64	-.74 *	3.50	4.02	-.52	3.60	3.65	-.05
NORTH CHEVY CHASE	3	112.0	4.60	4.31	+.29	4.90	4.40	+.50	5.10	4.78	+.32	4.60	4.31	+.29
	5	112.7	6.50	6.24	+.26	6.60	6.24	+.36	6.80	6.46	+.34	6.80	6.40	+.40

+ SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

MONTGOMERY COUNTY (NORTH LAKE - ROCKING HORSE ROAD)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
NORTH LAKE	K-6	407	21.4	95.6	18.0	1.0	9.1	24.9	31.6	1.9	12.8	22,261
OAKLAND TERRACE	K-6	535	18.4	95.3	28.1	1.0	15.8	20.0	43.3	4.5	12.5	16,036
OAKVIEW	K-6	389	20.5	95.2	18.0	1.0	14.9	18.0	26.3	7.0	12.6	11,842
OLNEY	P-6	488	23.7	95.1	19.6	1.0	10.3	20.0	29.1	4.6	12.6	16,606
PARK STREET	P-6	407	18.0	94.1	21.6	1.0	8.3	13.3	35.9	11.8	12.2	11,452
PARKSIDE	P-6	211	18.1	96.9	10.6	1.0	13.9	15.0	25.8	0.7	12.8	15,923
PARKWOOD	K-6	414	21.8	96.5	18.0	1.0	12.7	16.1	26.3	1.4	13.4	17,730
PINECREST	K-6	337	21.7	95.6	14.5	1.0	12.3	8.2	54.8	0.7	12.7	17,847
PINEY BRANCH	5-6	529	14.3	94.8	36.0	1.0	7.7	9.0	40.5	7.2	12.5	11,410
PLEASANT VIEW	K-6	395	19.3	95.5	19.5	1.0	12.7	25.0	43.9	13.1	12.5	14,466
POOLESVILLE	P-6	553	22.1	95.5	24.0	1.0	11.1	15.0	24.0	9.3	12.0	10,721
POTOMAC	K-6	530	22.1	96.5	23.0	1.0	12.5	9.5	43.7	3.2	14.7	26,814
RADNOR	P-6	357	17.3	95.2	19.6	1.0	13.4	16.9	48.5	2.4	13.3	19,622
RITCHIE PARK	K-6	509	20.4	96.0	24.0	1.0	9.5	34.5	36.0	0.0	14.2	20,926
ROCK CREEK FOREST	K-6	351	19.5	94.9	17.0	1.0	9.1	21.0	38.9	2.2	12.7	13,711
ROCK CREEK PALISADES	P-6	514	19.4	94.5	25.5	1.0	11.8	15.5	50.0	3.7	12.5	16,005
ROCK CREEK VALLEY	K-6	621	21.7	96.5	27.6	1.0	14.9	30.5	45.5	0.0	12.8	19,095
ROCKING HORSE ROAD	K-6	586	23.4	95.7	23.0	2.0	10.1	22.5	32.0	3.3	12.5	14,654

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

MONTGOMERY COUNTY
SCHOOL SYSTEM

SKILL AREAS

			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
NORTH LAKE	3	115.0	4.30	4.50	-.20	4.30	4.60	-.30	4.70	4.98	-.28	4.40	4.48	-.08
	5	110.9	6.20	6.08	+.12	6.10	6.09	+.01	6.10	6.31	-.21	6.00	6.25	-.25
OAKLAND TERRACE	3	109.9	4.20	4.17	+.03	4.30	4.26	+.04	4.60	4.64	-.04	4.10	4.19	-.09
	5	108.8	5.70	5.90	-.20	5.70	5.91	-.21	5.80	6.14	-.34	5.80	6.09	-.29
OAKVIEW	3	105.8	3.80	3.91	-.11	4.00	3.99	+.01	4.40	4.37	+.03	4.10	3.95	+.15
	5	108.7	6.20	5.89	+.31	6.10	5.90	+.20	6.10	6.13	-.03	6.10	6.08	+.02
OLNEY	3	107.8	4.20	4.04	+.16	4.10	4.12	-.02	4.20	4.50	-.30	4.10	4.06	+.04
	5	109.2	5.70	5.93	-.23	5.60	5.94	-.34	6.10	6.17	-.07	6.00	6.12	-.12
PARK STREET	3	107.7	4.00	4.03	-.03	4.10	4.11	-.01	4.30	4.49	-.19	4.00	4.06	-.06
	5	107.5	5.50	5.78	-.28	5.80	5.60	+.00	6.00	6.03	-.03	5.70	5.98	-.28
PARKSIDE	3	111.9	4.30	4.30	+.00	4.60	4.40	+.20	4.60	4.77	-.17	4.10	4.30	-.20
	5	116.7	6.90	6.60	+.30	6.50	6.58	-.08	6.70	6.80	-.10	6.40	6.72	-.32
PARKWOOD	3	113.5	4.30	4.40	-.10	4.40	4.50	-.10	4.40	4.88	-.48	4.10	4.39	-.29
	5	117.6	6.40	6.68	-.28	6.50	6.65	-.15	6.80	6.87	-.07	6.60	6.79	-.19
PINE CREST	3	109.2	4.20	4.13	+.07	4.20	4.22	-.02	4.70	4.59	+.11	4.40	4.15	+.25
	5	111.2	6.30	6.11	+.19	6.30	6.11	+.19	6.10	6.34	-.24	6.20	6.28	-.08
PINEY BRANCH	5	101.5	5.00	5.25	-.25	4.90	5.29	-.39	5.00	5.53	-.53	5.00	5.50	-.50
PLEASANT VIEW	3	113.8	4.10	4.42	-.32	4.10	4.52	-.42	5.00	4.90	+.10	4.20	4.41	-.21
	5	101.9	5.20	5.29	-.09	5.00	5.33	-.33	5.10	5.56	-.46	5.30	5.54	-.24
POOLESVILLE	3	109.7	3.60	4.16	-.56	3.60	4.25	-.65 *	4.00	4.63	-.63	3.60	4.17	-.57 *
	5	107.7	5.80	5.80	+.00	5.80	5.82	-.02	6.30	6.05	+.25	5.90	6.00	-.10
POTOMAC	3	113.2	4.70	4.39	+.31	4.50	4.48	+.02	4.90	4.86	+.04	4.30	4.38	-.08
	5	108.4	6.90	5.86	+1.04 *	6.50	5.88	+.62	7.00	6.11	+.89 *	6.60	6.05	+.55
RADNOR	3	114.0	4.60	4.44	+.16	4.60	4.54	+.06	5.20	4.91	+.29	4.40	4.42	-.02
	5	115.9	6.90	6.52	+.38	6.50	6.51	-.01	7.00	6.73	+.27	7.10	6.65	+.45
RITCHIE PARK	3	115.4	4.60	4.53	+.07	4.60	4.63	-.03	4.80	5.00	-.20	4.50	4.50	+.00
	5	115.6	6.80	6.50	+.30	6.70	6.48	+.22	7.10	6.71	+.39	6.90	6.63	+.27
ROCK CREEK FOREST	3	105.2	4.00	3.87	+.13	4.00	3.95	+.05	4.40	4.33	+.07	4.10	3.91	+.19
	5	104.9	5.80	5.55	+.25	5.80	5.58	+.22	5.90	5.81	+.09	5.90	5.78	+.12
ROCK CREEK PALISADES	3	109.5	4.50	4.15	+.35	4.60	4.24	+.36	4.90	4.61	+.29	4.20	4.16	+.04
	5	108.5	6.30	5.87	+.43	6.00	5.88	+.12	6.60	6.11	+.49	6.10	6.06	+.04
ROCK CREEK VALLEY	3	113.1	4.40	4.38	+.02	4.40	4.48	-.08	5.10	4.85	+.25	4.50	4.37	+.13
	5	112.9	6.40	6.26	+.14	6.30	6.26	+.04	6.80	6.48	+.32	6.50	6.41	+.09
ROCKING HORSE ROAD	3	106.4	3.90	3.95	-.05	3.90	4.03	-.13	4.60	4.41	+.19	4.00	3.98	+.02
	5	102.9	5.20	5.38	-.18	5.10	5.41	-.31	5.40	5.65	-.25	5.30	5.62	-.32

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* SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

MONTGOMERY COUNTY (ROLLING TERRACE - TWINBROOK)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	MONTGOMERY 7		
										SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
ROLLING TERRACE	P-4	327	18.0	93.6	17.1	1.0	14.4	32.0	27.6	7.8	12.5	11,088
ROLLINGWOOD	K-6	245	20.4	96.3	11.0	1.0	9.1	23.0	45.8	0.6	14.7	07,407
ROSEMARY HILLS	P-6	504	17.3	94.7	28.1	1.0	9.2	12.5	43.3	4.4	12.7	13,719
ROSEMONT	P-6	339	16.3	95.1	19.7	1.0	11.4	10.7	36.7	2.4	12.2	11,108
SADDLEBROOK	K-6	491	21.8	96.0	21.5	1.0	8.6	21.0	28.9	5.9	12.7	19,354
SEVEN LOCKS ROAD	K-6	380	22.3	96.9	16.0	1.0	9.6	17.9	47.1	4.4	14.3	24,073
SHERWOOD	P-5	542	19.1	94.5	26.3	2.0	10.7	27.0	32.1	8.2	12.7	16,684
SOMERSET	K-6	409	19.0	95.9	20.5	1.0	20.3	20.0	48.8	2.5	14.6	23,762
SOUTH LAKE	P-6	401	21.2	95.7	17.9	1.0	8.9	16.4	31.8	14.3	12.2	11,526
SPRING MILL	K-6	219	23.1	94.5	8.5	1.0	8.1	35.0	47.4	4.4	12.8	18,326
STEDWICK	K-6	434	19.7	95.6	21.0	1.0	7.3	20.5	40.9	0.0	NA	NA
STONEGATE	K-6	449	21.4	96.4	20.0	1.0	8.6	18.0	23.8	7.0	12.7	18,810
STRATHMORE	K-6	480	20.4	95.4	22.5	1.0	9.4	21.0	36.2	5.0	12.8	13,767
SUMMIT HALL	K-6	597	22.1	95.0	25.0	2.0	9.4	27.5	25.9	6.8	12.3	11,849
TAKOMA PARK	P-5	538	18.8	93.0	27.6	1.0	11.1	13.0	38.4	8.1	12.5	11,395
TRAVILAH	P-6	439	21.3	94.4	19.6	1.0	9.1	18.0	19.4	6.8	12.6	17,119
TUCKERMAN	K-6	364	21.4	96.3	16.0	1.0	7.2	36.5	29.4	0.0	14.3	24,106
TWINBROOK	P-6	728	19.8	95.2	34.8	2.0	15.5	23.3	44.6	2.6	12.5	13,098

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES‡

MONTGOMERY COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
ROLLING TERRACE	3	109.5	3.60	4.15	-.55	3.60	4.24	-.64 *	4.30	4.61	-.31	3.60	4.16	-.56 *
ROLLINGWOOD	3	113.4	4.90	4.40	+.50	5.10	4.50	+.60 *	5.40	4.87	+.53	4.80	4.39	+.41
	5	111.0	6.40	6.09	+.31	6.40	6.10	+.30	6.40	6.32	+.08	6.40	6.26	+.14
ROSEMARY HILLS	3	104.5	3.50	3.83	-.33	3.60	3.90	-.30	3.90	4.28	-.38	3.40	3.87	-.47 *
	5	98.9	4.50	5.02	-.52	4.30	5.07	-.77 *	4.60	5.31	-.71	4.70	5.30	-.60 *
ROSEMONT	3	104.8	3.80	3.84	-.04	4.00	3.92	+.08	4.30	4.30	+.00	3.70	3.89	-.19
	5	104.9	5.60	5.55	+.05	5.40	5.58	-.18	5.90	5.81	+.09	5.80	5.78	+.02
SADDLEBROOK	3	109.8	4.20	4.17	+.03	4.30	4.26	+.04	4.70	4.63	+.07	4.40	4.18	+.22
	5	113.5	6.20	6.31	-.11	6.00	6.31	-.31	6.50	6.53	-.03	6.50	6.46	+.04
SEVEN LOCKS ROAD	3	114.3	4.40	4.46	-.06	4.40	4.56	-.16	5.10	4.93	+.17	4.40	4.44	-.04
	5	112.8	6.60	6.25	+.35	6.40	6.25	+.15	7.10	6.47	+.63	6.70	6.40	+.30
SHERWOOD	3	103.5	3.50	3.76	-.26	3.60	3.83	-.23	3.80	4.21	-.41	3.50	3.81	-.31
	5	106.9	5.80	5.73	+.07	5.80	5.75	+.05	5.90	5.98	-.08	6.00	5.93	+.07
SOMERSET	3	118.4	5.00	4.72	+.28	5.20	4.83	+.37	5.50	5.20	+.30	5.00	4.68	+.32
	5	116.3	7.20	6.56	+.64	6.80	6.54	+.26	7.20	6.77	+.43	7.10	6.68	+.42
SOUTH LAKE	3	109.4	3.80	4.14	-.34	3.80	4.23	-.43	4.40	4.61	-.21	3.90	4.16	-.26
	5	108.7	6.10	5.89	+.21	6.00	5.90	+.10	6.10	6.13	-.03	6.00	6.08	-.08
SPRING MILL	3	115.0	4.50	4.50	+.00	4.30	4.60	-.30	4.80	4.98	-.18	4.30	4.48	-.18
	5	114.6	6.30	6.41	-.11	6.10	6.40	-.30	6.30	6.62	-.32	6.30	6.55	-.25
STEDWICK	3	111.9	4.30	4.30	+.00	4.30	4.40	-.10	4.20	4.77	-.57	4.00	4.30	-.30
	5	109.7	6.40	5.98	+.42	6.50	5.99	+.51	6.50	6.21	+.29	6.20	6.16	+.04
STONEGATE	3	108.3	4.20	4.07	+.13	4.30	4.15	+.15	4.90	4.53	+.37	4.10	4.09	+.01
	5	111.9	6.70	6.17	+.53	6.40	6.17	+.23	6.80	6.40	+.40	6.60	6.33	+.27
STRATHMORE	3	108.5	4.00	4.08	-.08	4.00	4.17	-.17	4.30	4.55	-.25	4.00	4.10	-.10
	5	110.9	6.30	6.08	+.22	6.00	6.09	-.09	6.00	6.31	-.31	6.20	6.25	-.05
SUMMIT HALL	3	107.5	3.60	4.02	-.22	3.80	4.10	-.30	4.20	4.48	-.28	3.90	4.05	-.15
	5	111.8	5.60	6.16	-.56	5.70	6.16	-.46	6.00	6.39	-.39	6.00	6.32	-.32
TAKOMA PARK	3	101.6	3.50	3.64	-.14	3.40	3.71	-.31	3.70	4.09	-.39	3.60	3.70	-.10
TRAVILAH	3	104.5	3.80	3.83	-.03	3.70	3.90	-.20	4.00	4.28	-.28	3.80	3.87	-.07
	5	111.9	5.90	6.17	-.27	5.60	6.17	-.57	6.00	6.40	-.40	6.00	6.33	-.33
TUCKERMAN	3	110.1	4.20	4.19	+.01	4.20	4.28	-.08	4.60	4.65	-.05	4.10	4.20	-.10
	5	114.4	6.50	6.39	+.11	6.20	6.38	-.18	6.70	6.61	+.09	6.30	6.53	-.23
TWINBROOK	3	107.7	3.70	4.03	-.33	3.70	4.11	-.41	3.90	4.49	-.59	3.60	4.06	-.46 *
	5	106.1	5.60	5.66	-.06	5.50	5.68	-.18	5.60	5.91	-.31	4.90	5.87	-.97 *

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‡ SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

MONTGOMERY COUNTY (VIERS MILL - WYNGATE)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
VIERS MILL	P-6	607	19.4	95.1	29.3	2.0	9.9	11.3	33.6	3.4	12.3	12,563
WASHINGTON GROVE	K-6	578	19.9	94.3	27.0	2.0	10.7	23.5	41.4	0.9	12.7	15.816
WATKINS MILL	K-6	549	21.5	95.0	24.5	1.0	10.5	16.9	31.4	1.6	14.0	18,418
WAYSIDE	K-6	618	22.9	96.2	25.0	2.0	8.9	16.5	44.4	1.0	14.9	29,462
WELLER ROAD	K-6	588	20.6	95.3	26.5	2.0	13,0	13.4	38.6	3.8	12.5	15,961
WEST ROCKVILLE	P-6	558	17.2	94.1	30.5	2.0	9.5	17.0	29.2	6.6	12.5	14,351
WESTBROOK	K-6	380	22.3	95.7	16.0	1.0	16.5	14.8	50.8	2.3	13.8	20,373
WESTOVER	K-6	397	18.9	97.1	20.0	1.0	12.9	26.0	47.6	2.1	13.2	22,123
WHEATON WOODS	K-6	596	19.2	95.7	29.0	2.0	13.9	20.0	43.5	3.0	12.5	14,904
WHETSTONE	K-6	620	19.4	94.8	30.0	2.0	11.1	16.5	46.9	0.0	14.5	19,348
WHITTIER WOODS	K-6	312	20.1	96.0	14.5	1.0	12.7	16.9	41.9	3.4	14.4	28,535
WILLIAM TYLER PAGE	K-6	462	18.5	96.6	24.0	1.0	9.1	21.0	36.0	0.9	12.8	18,932
WOOD ACRES	K-6	421	23.4	96.4	17.0	1.0	12.7	10.0	50.0	3.5	14.3	25,225
WOODFIELD	P-6	360	21.0	95.6	16.1	1.0	15.5	20.0	55.5	6.2	12.2	12,876
WOODLEY GARDENS	K-6	330	23.6	95.5	13.0	1.0	8.0	16.8	28.6	1.4	14.0	18,059
WOODLIN	K-6	276	22.1	95.8	11.5	1.0	12.8	22.0	48.0	1.7	12.7	16,404
WOODSIDE	K-6	349	16.2	93.1	20.5	1.0	11.6	16.0	55.8	8.2	12.5	13,934
WYNGATE	K-6	440	19.1	96.1	22.0	1.0	13.1	32.0	30.4	1.2	13.9	21,097

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

MONTGOMERY COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
VIERS MILL	3	103.4	3.50	3.75	-.25	3.40	3.83	-.43	3.90	4.21	-.31	3.60	3.81	-.21
	5	106.1	5.10	5.66	-.56	5.10	5.68	-.58	5.40	5.91	-.51	5.20	5.87	-.67 *
WASHINGTON GROVE	3	106.1	3.80	3.93	-.13	3.80	4.01	-.21	4.30	4.39	-.09	4.00	3.97	+.03
	5	109.8	5.90	5.99	-.09	5.70	5.99	-.29	6.10	6.22	-.12	6.10	6.17	-.07
WATKINS MILL	3	107.7	4.40	4.03	+.37	4.30	4.11	+.19	4.50	4.49	+.01	4.10	4.06	+.04
	5	111.0	6.40	6.09	+.31	6.40	6.10	+.30	6.30	6.32	-.02	6.40	6.26	+.14
WAYSIDE	3	111.9	4.50	4.30	+.20	4.60	4.40	+.20	5.00	4.77	+.23	4.40	4.30	+.10
	5	110.8	6.50	6.07	+.43	6.20	6.08	+.12	6.40	6.31	+.09	6.60	6.25	+.35
WELLER ROAD	3	105.3	4.00	3.88	+.12	4.00	3.95	+.05	4.10	4.33	-.23	3.80	3.92	-.12
	5	109.5	5.90	5.96	-.06	5.80	5.97	-.17	5.90	6.20	-.30	5.70	6.14	-.44
WEST ROCKVILLE	3	105.8	3.60	3.91	-.31	3.70	3.99	-.29	4.00	4.37	-.37	3.70	3.95	-.25
	5	108.2	5.90	5.84	+.06	5.90	5.86	+.04	6.10	6.09	+.01	6.30	6.04	+.26
WESTBROOK	3	111.6	4.70	4.28	+.42	4.70	4.38	+.32	5.20	4.75	+.45	4.50	4.28	+.22
	5	114.5	6.50	6.40	+.10	6.40	6.39	+.01	6.70	6.61	+.09	6.50	6.54	-.04
WESTOVER	3	114.0	4.50	4.44	+.06	4.50	4.54	-.04	5.20	4.91	+.29	4.60	4.42	+.18
	5	110.4	6.70	6.04	+.66	6.40	6.04	+.36	7.00	6.27	+.73 *	6.60	6.21	+.39
WHEATON WOODS	3	104.1	3.90	3.80	+.10	3.90	3.87	+.03	4.20	4.25	-.05	4.00	3.85	+.15
	5	107.8	5.50	5.81	-.31	5.50	5.82	-.32	5.90	6.06	-.16	5.70	6.01	-.31
WHETSTONE	3	108.0	4.10	4.05	+.05	4.10	4.13	-.03	4.60	4.51	+.09	4.20	4.08	+.12
	5	111.5	6.40	6.14	+.26	6.20	6.14	+.06	6.30	6.36	-.06	6.30	6.30	+.00
WHITTIER WOODS	3	114.3	4.40	4.46	-.06	4.30	4.56	-.26	4.80	4.93	-.13	4.30	4.44	-.14
	5	119.1	7.30	6.81	+.49	7.00	6.78	+.22	7.20	7.00	+.20	7.00	6.91	+.09
WILLIAM TYLER PAGE	3	111.1	3.90	4.25	-.35	4.10	4.34	-.24	4.30	4.72	-.42	4.00	4.26	-.26
	5	112.1	6.10	6.19	-.09	5.80	6.19	-.39	6.20	6.41	-.21	5.70	6.35	-.65 *
WOOD ACRES	3	114.7	4.80	4.48	+.32	4.90	4.58	+.32	5.20	4.96	+.24	4.40	4.46	-.06
	5	118.0	6.90	6.71	+.19	6.80	6.69	+.11	7.10	6.91	+.19	6.90	6.82	+.08
WOODFIELD	3	111.0	4.50	4.24	+.26	4.60	4.34	+.26	5.20	4.71	+.49	4.50	4.25	+.25
	5	115.1	6.70	6.45	+.25	6.80	6.44	+.36	7.10	6.67	+.43	6.90	6.59	+.31
WOODLEY GARDENS	3	105.6	4.20	3.90	+.30	4.20	3.97	+.23	4.70	4.35	+.35	3.90	3.94	-.04
	5	114.8	6.50	6.43	+.07	6.60	6.42	+.18	6.90	6.64	+.26	6.80	6.56	+.24
WOODLIN	3	103.6	4.00	3.77	+.23	3.90	3.84	+.06	4.30	4.22	+.08	4.00	3.82	+.18
	5	105.2	6.40	5.58	+.82 *	6.30	5.60	+.70 *	6.10	5.84	+.26	6.30	5.80	+.50
WOODSIDE	3	107.5	3.60	4.02	-.42	3.90	4.10	-.20	4.40	4.48	-.08	3.80	4.05	-.25
	5	104.7	5.20	5.54	-.34	5.40	5.56	-.16	5.40	5.80	-.40	5.50	5.76	-.26
WYNGATE	3	115.6	4.60	4.54	+.06	4.60	4.64	-.04	5.00	5.02	-.02	4.50	4.52	-.02
	5	115.5	6.70	6.49	+.21	6.70	6.48	+.22	6.80	6.70	+.10	6.80	6.62	+.18

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* SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

MONTGOMERY COUNTY (SOUTHLAWN - LELAND JR HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
SOUTHLAWN	5-8	535	13.7	93.2	37.0	2.0	8.8	18.0	43.6	6.8	12.1	12,809
W H FARQUHAR	6-8	975	16.6	94.2	55.6	3.0	9.6	18.0	40.9	6.3	12.7	16,130
ARGYLE	7-9	813	15.6	94.6	50.0	2.0	7.2	12.3	40.4	3.8	12.8	14,784
BENJAMIN BANNEKER JR HIGH	7-8	641	16.9	95.9	36.0	2.0	8.7	18.0	47.4	4.0	NA	NA
CABIN JOHN JR HIGH	7-9	1,057	17.8	96.5	56.5	3.0	7.7	16.5	31.1	3.4	14.5	24,755
COL E BROOKE LEE JR	7-9	894	16.5	95.1	51.0	3.0	8.7	18.2	42.6	2.8	12.8	17,250
COL JOSEPH BELT JR HIGH	7-9	1,042	16.5	93.8	60.0	3.0	10.9	25.3	50.8	4.8	12.5	14,405
DAMASCUS SR HIGH	9-12	1,007	15.4	91.9	62.5	3.0	13.7	20.0	61.1	10.1	12.2	13,093
EARLE B WOOD JR HIGH	7-9	1,365	18.4	95.9	71.0	3.0	11.5	25.8	56.7	2.5	12.8	20,218
EASTERN JR HIGH	7-9	907	16.5	94.1	52.0	3.0	12.7	20.8	45.5	5.1	12.6	14,245
EDWIN W BROOME JR HIGH	7-9	773	15.8	93.4	48.0	1.0	10.0	23.5	42.9	4.2	12.4	13,870
FRANCIS SCOTT KEY JR HIGH	7-9	727	15.0	94.4	46.5	2.0	9.8	24.3	49.5	1.8	12.7	17,834
GAITHERSBURG JR HIGH	7-9	1,102	14.8	91.5	71.5	3.0	14.6	19.4	45.0	5.5	12.4	13,049
HERBERT HOOVER JR HIGH	7-9	965	16.3	96.4	56.0	3.0	9.9	18.3	49.1	0.5	13.9	21,542
JOHN T BAKER	7-8	569	13.2	95.2	41.0	2.0	10.7	22.5	44.2	8.7	12.5	13,081
JULIUS WEST JR HIGH	7-9	969	14.7	94.5	63.0	3.0	9.4	14.2	37.9	4.9	12.7	15,333
KENSINGTON JR HIGH	7-9	745	16.2	92.7	44.0	2.0	11.7	18.7	54.3	3.3	13.4	18,784
LELAND JR HIGH	7-9	721	15.8	94.1	43.5	2.0	9.9	21.5	45.1	4.0	13.7	20,048

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

MONTGOMERY COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
SOUTHLAWN	5	103.9	5.00	5.46	-.46	5.00	5.49	-.49	5.20	5.73	-.53	5.20	5.70	-.50
	7	101.7	6.30	6.92	-.62	6.50	6.93	-.43	6.30	7.03	-.73	6.80	7.18	-.38
W H FARQUHAR	7	107.0	7.50	7.50	+.00	7.60	7.47	+.13	7.70	7.53	+.17	7.70	7.72	-.02
ARGYLE	7	106.2	7.90	7.41	+.49	7.90	7.39	+.51	8.10	7.46	+.64	8.20	7.64	+.56
	9	111.8	9.70	9.64	+.06	9.60	9.58	+.02	9.90	9.44	+.46	9.70	9.64	+.06
BENJAMIN BANNEKER JR	7	106.1	7.80	7.40	+.40	7.70	7.38	+.32	7.30	7.45	-.15	7.80	7.63	+.17
CABIN JOHN JR HI	7	113.8	8.50	8.23	+.27	8.40	8.15	+.25	8.50	8.18	+.32	8.60	8.42	+.18
	9	116.6	10.30	10.20	+.10	10.00	10.14	-.14	10.00	9.92	+.08	10.10	10.16	-.06
COL E BROOKE LEE JR	7	106.4	8.10	7.43	+.67	7.80	7.41	+.39	7.90	7.48	+.42	8.00	7.66	+.34
	9	109.4	9.70	9.36	+.34	9.40	9.30	+.10	9.50	9.20	+.30	9.60	9.39	+.21
COL JOSEPH BELT JR H	7	104.5	7.30	7.22	+.08	7.20	7.21	-.01	7.40	7.30	+.10	7.70	7.46	+.24
	9	106.1	9.10	8.98	+.12	8.90	8.92	-.02	8.80	8.87	-.07	9.20	9.03	+.17
DAMASCUS SH JR HIGH	9	104.7	8.80	8.82	-.02	8.90	8.76	+.14	8.70	8.73	-.03	9.20	8.88	+.32
EARLE B WOOD JR HIGH	7	113.5	8.40	8.20	+.20	8.30	8.12	+.18	8.80	8.15	+.65	8.70	8.39	+.31
	9	114.7	10.00	9.98	+.02	9.90	9.92	-.02	10.30	9.73	+.57	10.20	9.96	+.24
EASTERN JR HIGH	7	104.8	7.50	7.26	+.24	7.40	7.24	+.16	7.40	7.32	+.08	7.80	7.49	+.31
	9	108.5	9.40	9.26	+.14	9.40	9.20	+.20	9.50	9.11	+.39	9.40	9.29	+.11
EDWIN W BROOME JR HI	7	104.7	7.20	7.25	-.05	7.10	7.23	-.13	7.40	7.31	+.09	7.30	7.48	-.18
	9	108.6	9.20	9.27	-.07	9.00	9.21	-.21	9.30	9.12	+.18	9.00	9.30	-.30
FRANCIS SCOTT KEY JR	7	107.2	8.00	7.52	+.48	7.80	7.49	+.31	7.90	7.55	+.35	8.20	7.74	+.46
	9	111.4	10.00	9.59	+.41	9.80	9.53	+.27	9.60	9.40	+.20	9.80	9.60	+.20
GAITHERSBURG JR HIGH	7	103.8	7.30	7.15	+.15	7.10	7.14	-.04	7.30	7.23	+.07	7.40	7.39	+.01
	9	106.6	9.00	9.04	-.04	8.90	8.98	-.08	9.00	8.92	+.08	9.10	9.08	+.02
HERBERT HOOVER JR HI	7	114.0	8.50	8.26	+.24	8.40	8.17	+.23	8.80	8.20	+.60	8.70	8.44	+.26
	9	115.3	10.10	10.05	+.05	10.00	9.99	+.01	10.40	9.79	+.61	10.10	10.02	+.08
JOHN T BAKER	7	108.5	7.20	7.66	-.46	7.30	7.62	-.32	7.50	7.68	-.18	7.70	7.87	-.17
JULIUS WEST JR HIGH	7	106.1	7.70	7.40	+.30	7.70	7.38	+.32	7.70	7.45	+.25	7.70	7.63	+.07
	9	110.6	9.40	9.50	-.10	9.40	9.44	-.04	9.20	9.32	-.12	9.60	9.52	+.08
KENSINGTON JR HI	7	108.6	8.30	7.67	+.63	8.20	7.63	+.57	8.30	7.69	+.61	8.30	7.88	+.42
	9	110.7	10.10	9.51	+.59	9.80	9.45	+.35	9.90	9.33	+.57	9.70	9.53	+.17
LELAND JR HIGH	7	115.6	8.90	8.45	+.45	8.70	8.35	+.35	8.80	8.37	+.43	8.60	8.62	-.02
	9	115.0	10.50	10.01	+.49	10.00	9.95	+.05	10.20	9.76	+.44	9.80	9.99	-.19

* SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

MONTGOMERY COUNTY (MONTGOMERY HILLS JR HIGH - WHITE OAK JR HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
MONTGOMERY HILLS JR HIGH	7-9	813	14.0	92.6	55.0	3.0	11.2	20.9	41.4	4.2	12.6	14,919
MONTGOMERY VILLAGE JR HIGH	7-9	747	14.2	95.5	49.5	3.0	8.6	22.0	23.8	2.3	13.8	18,131
NEWPORT JR HIGH	7-9	1,024	17.3	95.1	56.0	3.0	10.2	23.3	42.4	6.2	12.5	14,784
NORTH BETHESDA JR HIGH	7-9	1,107	17.9	95.7	60.0	2.0	10.3	21.5	48.4	1.9	13.8	19,953
PAINT BRANCH	9-12	1,294	16.6	95.9	75.0	3.0	10.4	22.9	54.5	3.4	12.7	17,529
PARKLAND JR HIGH	7-9	1,243	17.0	94.0	70.2	3.0	9.1	14.1	47.8	3.0	12.6	17,111
POOLESVILLE SR JR HIGH	7-12	595	11.9	89.2	47.7	2.0	12.7	20.0	47.7	10.9	12.0	10,811
RANDOLPH JR HIGH	7-9	728	14.9	93.6	47.0	2.0	7.7	20.9	34.7	3.4	12.5	13,590
REDLAND	7-9	999	16.9	95.0	56.0	3.0	8.0	23.7	41.5	4.4	12.7	16,120
ROBERT FROST	7-8	942	16.2	96,6	56.0	2.0	8.6	21.0	39.7	2.0	13.4	21,032
ROCKVILLE HIGH	9-12	1,372	16.9	93.4	79.0	2.0	11.6	21.5	58.0	5.5	12.4	15,184
SENECA VALLEY HIGH	7-10	1,275	17.0	92.5	73.0	2.0	9.1	20.0	41.3	5.8	NA	NA
SHERWOOD SR HIGH	9-12	1,192	16.2	91.3	70.5	3.0	11.1	12.0	44.9	7.4	12.7	16,224
SLIGO JR HIGH	7-9	1,085	16.2	94.0	64.0	3.0	11.3	22.8	37.3	3.1	12.6	16,613
TAKOMA PARK JR HIGH	7-9	807	13.7	91.7	56.0	3.0	9.2	11.7	40.7	7.4	12.5	11,471
THOMAS S. WOOTTON JR HIGH	9-12	1,686	16.9	93.8	97.0	3.0	11.1	16.7	53.0	2.4	13.4	21,071
THOMAS W PYLE JR HIGH	7-9	1,265	17.8	95.4	68.0	3.0	10.1	15.8	35.2	2.7	14.5	24,810
TILDEN JR	7-9	736	16.7	95.6	42.0	2.0	10.6	24.5	48.4	0.6	13.1	17,596
WESTERN JR HIGH	7-9	823	16.5	95.4	48.0	2.0	12.5	24.0	37.0	2.3	13.9	21,547
WHITE OAK JR HIGH	7-9	1,125	17.3	95.4	62.0	3.0	11.7	27.5	44.6	1.2	12.9	20,337

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

MONTGOMERY COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
MONTGOMERY HILLS JR	7	106.4	7.50	7.43	+.07	7.40	7.41	-.01	7.50	7.48	+.02	7.50	7.66	-.16
	9	106.6	9.20	9.04	+.16	9.00	8.90	+.02	9.20	8.92	+.28	9.00	9.08	-.08
MONTGOMERY VILLAGE J	7	109.8	8.10	7.80	+.30	7.90	7.75	+.15	7.90	7.80	+.10	8.20	8.01	+.19
	9	110.9	9.80	9.54	+.26	9.70	9.48	+.22	9.70	9.35	+.35	9.80	9.55	+.25
NEWPORT JR HIGH	7	103.1	7.20	7.07	+.13	7.10	7.07	+.03	7.20	7.16	+.04	7.40	7.32	+.08
	9	106.9	9.30	9.07	+.23	9.10	9.01	+.09	9.10	8.95	+.15	9.30	9.12	+.[illegible]
NORTH BETHESDA JR HI	7	115.5	8.70	8.42	+.28	8.60	8.32	+.28	9.00	8.35	+.65	8.70	8.59	+.11
	9	117.1	10.50	10.25	+.25	10.20	10.20	+.00	10.30	9.97	+.33	10.30	10.22	+.08
PAINT BRANCH	9	108.7	9.50	9.28	+.22	9.10	9.22	-.12	9.00	9.13	-.13	9.20	9.31	-.11
PARKLAND JR HIGH	7	107.4	7.50	7.54	-.04	7.50	7.51	-.01	7.70	7.57	+.13	7.70	7.76	-.06
	9	108.9	9.20	9.30	-.10	9.10	9.24	-.14	9.30	9.15	+.15	9.50	9.33	+.17
POOLESVILLE SR JR HI	7	99.4	6.60	6.67	-.07	6.90	6.70	+.20	6.50	6.81	-.31	6.90	6.94	-.04
	9	99.8	8.10	8.25	-.15	8.50	8.19	+.31	7.80	8.24	-.44	8.10	8.35	-.25
RANDOLPH JR HIGH	7	103.9	7.10	7.16	-.06	7.00	7.15	-.15	6.90	7.24	-.34	7.20	7.40	-.20
	9	105.3	8.70	8.89	-.19	8.60	8.82	-.22	8.40	8.79	-.39	8.70	8.94	-.24
REDLAND	7	107.7	7.80	7.57	+.23	7.80	7.54	+.26	7.80	7.60	+.20	7.80	7.79	+.01
	9	108.2	9.10	9.22	-.12	9.10	9.16	-.06	8.90	9.08	-.18	9.20	9.26	-.06
ROBERT FROST	7	111.5	8.20	7.98	+.22	8.10	7.92	+.18	8.30	7.96	+.34	8.40	8.18	+.22
ROCKVILLE HIGH	9	108.4	9.40	9.25	+.15	9.40	9.19	+.21	8.90	9.10	-.20	9.60	9.28	+.32
SENECA VALLEY HIGH	7	103.9	7.60	7.16	+.44	7.50	7.15	+.35	7.40	7.24	+.16	7.70	7.40	+.30
	9	105.0	9.00	8.85	+.15	8.90	8.79	+.11	8.70	8.76	-.06	8.80	8.91	-.11
SHERWOOD SR JR HIGH	9	105.1	9.20	8.86	+.34	9.20	8.80	+.40	8.90	8.77	+.13	8.90	8.92	-.02
SLIGO JR HIGH	7	106.8	7.70	7.47	+.23	7.70	7.45	+.25	7.80	7.51	+.29	7.90	7.70	+.20
	9	109.0	9.20	9.32	-.12	9.10	9.25	-.15	9.10	9.16	-.06	9.40	9.34	+.06
TAKOMA PARK JR HI	7	101.5	6.70	6.90	-.20	6.90	6.91	-.01	7.10	7.01	+.09	7.10	7.16	-.06
	9	103.8	8.50	8.71	-.21	8.20	8.65	-.45	8.70	8.64	+.06	8.50	8.78	-.28
THOMAS S WOOTTON JR	9	112.6	10.00	9.73	+.27	9.90	9.67	+.23	9.80	9.52	+.28	10.10	9.73	+.37
THOMAS W PYLE JR HI	7	115.6	8.70	8.43	+.27	8.60	8.33	+.27	8.60	8.35	+.25	8.80	8.60	+.20
	9	116.6	10.50	10.20	+.30	10.30	10.14	+.16	10.50	9.92	+.58	10.50	10.16	+.34
TILDEN JR	7	111.0	8.60	7.93	+.67	8.40	7.87	+.53	8.80	7.92	+.88	8.70	8.13	+.57
	9	112.6	10.20	9.73	+.47	10.00	9.67	+.33	10.30	9.52	+.78	10.20	9.73	+.47
WESTERN JR HIGH	7	112.1	8.70	8.05	+.65	8.40	7.98	+.42	8.50	8.02	+.48	8.40	8.24	+.16
	9	115.5	10.50	10.07	+.43	10.10	10.01	+.09	10.30	9.81	+.49	10.10	10.04	+.06
WHITE OAK JR HIGH	7	112.7	8.20	8.12	+.08	8.10	8.04	+.06	8.20	8.08	+.12	8.30	8.30	+.00
	9	112.5	10.10	9.72	+.38	9.90	9.66	+.24	9.90	9.51	+.39	9.80	9.72	+.08

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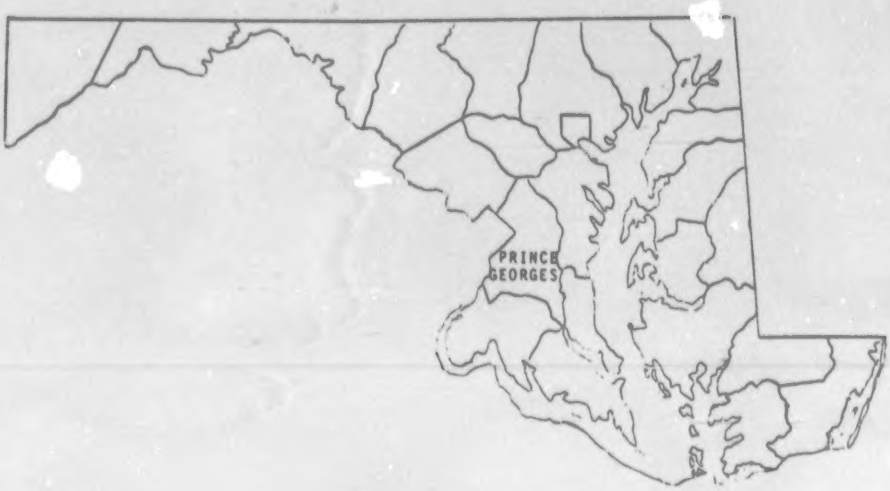
* SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

4.2.17 Prince George's County



A. Present Status of the Accountability Program

Goals and Objectives

In Year I of the Maryland Accountability Program (MAP), system level educational goals were established in conformity with state level goals that had been established by the Maryland State Department of Education. In Year II, school level objectives that were in conformity with system level goals in reading, writing, and mathematics were established by 159 elementary schools, 41 junior high schools, and 18 senior high schools. Schools were instructed to specify, in their objectives, what the average student should have mastered by the end of the third, sixth, ninth, and twelfth grades. Thus, most elementary schools were required to develop two sets of objectives, the junior high schools one set and the senior high schools one set.

By April 1, 1975, all schools so directed had developed a maximum of ten objectives at their stipulated grade levels for each of the system level educational goals. Supervisory personnel reviewed the objectives, indicating to the schools, as necessary, the changes that were required in the objectives to make them consistent with the system goals. This process was completed by June 15, 1975.

During the 1975-76 school year, this school system will undertake a frequency count of the objectives to determine the degree of their commonality among the schools across the system. Those objectives that are in common for the large proportion of the system's schools will be examined for their congruence with the objectives measured by the Iowa Tests of Basic Skills (ITBS). Such an examination will result in the identification of those objectives for which additional assessment instruments will need to be obtained or constructed in order to determine the extent to which they are being achieved by the schools in this system. The examination will also identify those objectives that are specific to particular schools, and for which special assessment methods will need to be constructed. The frequency count of objectives and their examination for commonality are expected to be completed by the end of the current school year in order that plans for their assessment in the subsequent school year can be developed.

Activities Undertaken in Response to the MAP Assessment Results

A survey is to be made of all schools in the early part of the current school year to determine which instructional activities, undertaken to remedy or overcome deficiencies in the instructional program indicated by the assessment results of MAP Year I, had a positive effect according to the assessment results of MAP Year II. The survey will also ask the schools to list deficiencies in the instructional program as indicated by the assessment results of MAP Year II. The results of the survey will be used in the current school year to develop specific instructional activities designed to assist the schools in overcoming identified deficiencies. As an extension to using the school average scores on the eight achievement tests in the Maryland Accountability Assessment Program to identify effective instructional activities and deficiencies in the instructional program, schools are to be supplied, as close to the beginning of the school year as possible, with the proportion of pupils correctly answering the set of items measuring each of the subskills in three of the tests of the Iowa Tests of Basic Skills. The three tests are reading comprehension, language usage, and mathematics problem-solving. This Subskills Performance Profile is expected to enable the schools to describe, more specifically than would otherwise be possible, where the instructional program is relatively effective, and where deficiencies may exist.

B. Local Assessment Activities

In addition to the assessment activities of the Maryland Accountability Program, the following assessment activities are conducted in the Prince George's County public schools:

- Metropolitan Readiness Tests administered systemwide at the beginning of the first grade in order to obtain measures of cognitive development in six basic areas requisite to formal first grade activities.
- ITBS Work-Study Skills tests, i.e., map reading, graphs and tables, and use of reference materials, administered at the beginning of the year at Grades 5 and 7 to diagnose pupils' deficiencies in the skills measured by these three tests. Classroom teachers are provided with specific pupil responses to the sets of items covering each skill.
- Test administered at the end of the school year in the eleventh grade to measure student achievement in reading, language arts, general mathematics, science, and social studies.

Two elementary schools in this school system -- Ridgecrest Elementary and Riverdale Elementary -- are not covered by the assessment instruments of the Maryland Accountability Program. These schools are two of the six in the State of Maryland participating in the Maryland Alternative Accountability Project, a project initiated in 1974 by the Maryland State Teachers Association and currently being coordinated by the Maryland State Department of Education.

The project is characterized by close interaction between the local school and its community, with respect to establishing goals and objectives and assessing pupil achievement toward the objectives. In this second year of the project, the schools plans to collect assessment data on their pupils and report the results to the school community and the general public.

C. Comments on Accountability Assessment Results

Inspection of the MAP assessment results for Prince George's County indicates that achievement levels are slightly higher in 1975 at Grades 3 and 5 than they were in 1974. Achievement levels at Grades 7 and 9 are slightly lower in 1975 than they were in 1974 with Grade 7 showing a greater decrement than Grade 9. The assessment results for the two-year period are to be examined in depth using differences between observed and expected scores produced by the statewide regression analysis. Although student aptitude along was entered as the controlling variable in the

Year II regression analysis, as compared with student aptitude, mother's education, and median family income in the Year I repression analysis, accounting for student aptitude in the assessment of achievement test results should permit identification of effective and ineffective components in the instructional program with greater confidence.

Because Prince George's County introduced the use of the Cognitive Abilities Test (nonverbal battery) in 1973, the 1975 fifth, seventh, and ninth grade scores may be inflated due to a practice effect. This, in turn, may have resulted in an underestimate of the school residual scores. There is some evidence to suggest that this underestimate on the average, may be as high as .2 of a grade equivalent for all ITBS subtests at these grade levels.

There is every reason to state that the use of regression analysis, accounting as it does for factors related to achievement over which the school has no control, is a milestone in assessing the effectiveness of instructional programs. The Maryland State Department of Education is commended for adopting this method of analysis and is encouraged to refine it further.

D. Program Modification Activities

Each school in this school system in which MAP assessment instruments were administered in the spring of 1974 informed the parents of each pupil, by mail, of the achievement levels obtained on each of the tests. The achievement levels were reported in a letter at the end of which the school principal specified the areas in which greater effort would need to be placed, followed by a description of the plans that would be undertaken. In the current year, the school will be surveyed with regard to the modifications that were made to improve instruction. The survey will seek to determine which modifications had a positive effect, which did not, and which areas of the program continue to need improvement. Assessment results of instruments administered in the spring of 1975 will be used to make these determinations.

E. Unmet Needs for Resources to Permit Improvement of Programs and Services

By the end of MAP Year II, schools had established their objectives in reading, writing, and mathematics in conformity with the school system's goals in these three areas. According to the Educational Accountability Act, each school is expected to conduct a survey to determine the status of its pupils with respect to its objectives. In order to conduct the status survey, assessment instruments congruent with a school's objectives will need to be constructed. It is assumed that at least two levels of instruments will need to be constructed, i.e., one at the system level for those objectives that are found to be common for the large majority of schools in the system, the other at the local school level for those objectives that are specific to a particular school. Such assessment instruments will need to be constructed to meet the requirements of reliability and validity. To construct the instruments, as such, is beyond the present resources of this school system and, therefore, constitutes an unmet need.

F. General Comments

The establishment of school level objectives in this school system required the expenditure of a substantial number of man-hours on the part of a large number of people. There was also a significant expenditure of funds to cover substitute teachers for those teachers who were involved in the development of objectives, the typists who prepared typed copies of the objectives, and printing services to reproduce the necessary number of copies. At the present time, there is a serious concern in this school system over the apparent lack of provision at the state level for adequately following through on the use of the school level objectives. Some clarification or description of possible provisions that may be forthcoming would be of interest.

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
688,807	$14,550	5.8

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.6	12.4

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1974)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
151,210	$12,995	$23,637	9.7	19.7

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
26.0%	19.1	92.3%

C. FINANCIAL CHARACTERISTICS (FOR 1973-1974 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$1,130.17	$831.76	73.6%	$28.60

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.5%	$6.88	0.6%

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* SEE CHAPTER 3, PAGES 60-65, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

PRINCE GEORGE'S COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE*

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	10913	95.96	157	99.8	16.13	3.54	1.14
	5	12341	94.62	157	102.5	16.49	5.24	1.55
	7	12487	92.94	41	104.3	16.68	6.75	1.91
	9	12322	91.28	41	104.0	17.21	8.33	2.11
(2) READING COMPRE-HENSION	3	10913	94.16	157	99.8	16.13	3.65	1.23
	5	12341	94.90	157	102.5	16.49	5.32	1.49
	7	12487	93.26	41	104.3	16.68	6.79	1.82
	9	12322	91.64	41	104.0	17.21	8.41	2.00
(3) SPELLING	3	10913	93.91	157	99.8	16.13	4.09	1.42
	5	12341	94.64	157	102.5	16.49	5.52	1.79
	7	12487	92.82	41	104.3	16.68	6.77	2.14
	9	12322	91.22	41	104.0	17.21	8.26	2.40
(4) CAPITAL-IZATION	3	10913	93.90	157	99.8	16.13	3.82	1.30
	5	12341	94.53	157	102.5	16.49	5.30	1.69
	7	12487	92.62	41	104.3	16.68	6.60	2.07
	9	12322	91.09	41	104.0	17.21	8.31	2.33
(5) PUNCTUATION	3	10913	93.77	157	99.8	16.13	3.91	1.42
	5	12341	94.51	157	102.5	16.49	5.34	1.64
	7	12487	92.27	41	104.3	16.68	6.53	2.09
	9	12322	90.67	41	104.0	17.21	8.10	2.33

* SEE CHAPTER 3, PAGES 66-67, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE# (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	10913	94.08	157	99.8	16.13	3.94	1.32
	5	12341	94.89	157	102.5	16.49	5.64	1.66
	7	12487	92.18	41	104.3	16.68	7.05	2.04
	9	12322	90.72	41	104.0	17.21	8.49	2.29
(7) LANGUAGE TOTAL	3	10913	92.90	157	99.8	16.13	3.96	1.19
	5	12341	93.70	157	102.5	16.49	5.47	1.49
	7	12487	87.79	41	104.3	16.68	6.80	1.82
	9	12322	84.58	41	104.0	17.21	8.36	2.07
(8) MATHEMATICAL CONCEPTS	3	10913	94.25	157	99.8	16.13	3.63	1.01
	5	12341	95.07	157	102.5	16.49	5.53	1.44
	7	12487	92.30	41	104.3	16.68	7.20	1.75
	9	12322	91.71	41	104.0	17.21	8.72	2.02
(9) MATHEMATICAL PROBLEMS	3	10913	94.24	157	99.8	16.13	3.59	1.07
	5	12341	95.03	157	102.5	16.49	5.36	1.35
	7	12487	92.03	41	104.3	16.68	6.89	1.72
	9	12322	91.14	41	104.0	17.21	8.29	2.01
(10) MATHEMATICAL TOTAL	3	10913	94.03	157	99.8	16.13	3.64	.98
	5	12341	94.85	157	102.5	16.49	5.47	1.32
	7	12487	90.55	41	104.3	16.68	7.09	1.63
	9	12322	89.49	41	104.0	17.21	8.55	1.90

SEE CHAPTER 3, PAGES 68-69, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

PRINCE GEORGE'S COUNTY

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES*

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975
NONVERBAL ABILITY	3	98.7	99.8
	5	99.1	102.5
	7	103.4	104.3
	9	101.2	104.0
VOCABULARY	3	3.51	3.54
	5	5.21	5.24
	7	6.87	6.75
	9	8.51	8.33
READING COMPREHENSION	3	3.55	3.65
	5	5.34	5.32
	7	6.94	6.79
	9	8.14	8.41
LANGUAGE TOTAL	3	3.86	3.96
	5	5.34	5.47
	7	6.97	6.80
	9	8.46	8.36
MATHEMATICAL TOTAL	3	3.61	3.64
	5	5.45	5.47
	7	7.30	7.09
	9	8.68	8.55

* SEE CHAPTER 3, PAGES 70-71, FOR DEFINITION OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD ALSO BE NOTED THAT THE SCORES REPORTED FOR YEAR I AND YEAR II ARE FROM DIFFERENT STUDENT POPULATIONS.

PRINCE GEORGE'S COUNTY (ACCOKEEK - BOND MILL)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
ACCOKEEK	K-6	335	17.2	95.8	18.5	1.0	10.8	12.0	17.9	10.9	12.1	11,798
ADELPHI	K-6	605	19.8	96.1	28.5	2.0	6.3	20.5	22.9	7.9	12.6	12,685
AFB (ANDREWS AIR FORCE BASE)	K-6	514	21.4	94.3	23.1	1.0	8.5	17.0	14.5	2.2	12.4	9,968
AGER ROAD	K-6	462	19.4	95.2	22.8	1.0	9.8	38.0	14.7	4.5	12.2	11,122
ALLENWOOD	K-6	312	18.3	96.5	16.0	1.0	7.5	10.0	52.9	3.5	12.6	16,483
APPLE GROVE	K-6	518	19.0	97.2	26.2	1.0	10.4	26.0	17.6	4.6	12.5	13,645
ARDMORE	K-6	566	20.6	96.7	26.5	1.0	7.7	19.1	14.5	5.4	12.4	13,425
ARROWHEAD	K-6	676	21.1	89.8	30.0	2.0	8.3	14.5	36.6	7.5	12.2	14,063
AVALON	K-6	482	20.1	94.6	23.0	1.0	10.2	24.0	5.4	4.8	12.4	14,401
BADEN	P3-6	455	20.8	91.0	20.9	1.0	10.5	24.0	10.9	12.5	11.1	9,547
BARNABY MANOR	K-6	490	20.0	96.3	23.5	1.0	7.8	19.0	44.9	2.5	12.6	12,986
BEACON HEIGHTS	K-6	427	20.8	94.3	19.5	1.0	11.6	18.0	26.8	3.9	12.3	11,882
BEAVER HEIGHTS	K-6	437	18.9	94.7	22.1	1.0	9.9	48.0	28.1	9.0	12.1	11,496
BELTSVILLE	K-6	663	19.1	97.2	32.8	2.0	14.6	26.5	21.5	1.8	12.4	13,623
BERKSHIRE	K-6	571	21.2	95.6	25.9	1.0	10.7	18.0	33.5	3.4	12.3	10,805
BERWYN HEIGHTS	K-6	423	20.1	95.9	20.0	1.0	14.4	17.0	30.0	5.4	12.4	13,735
BLADENSBURG	K-6	680	19.9	92.3	32.1	2.0	8.3	15.5	23.2	11.9	12.2	11,017
BOND MILL	K-6	624	24.6	96.9	23.3	2.0	8.8	20.0	21.0	0.1	12.6	16,024

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

			SKILL AREAS												
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL			
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	
ACCOKEEK	3	97.7	3.90	3.39	+.51	3.96	3.44	+.52	4.21	3.83	+.38	3.89	3.48	+.41	
	5	104.3	5.56	5.50	+.06	5.32	5.53	-.21	5.68	5.76	-.08	5.52	5.73	-.21	
ADELPHI	3	97.0	3.48	3.34	+.14	3.45	3.40	+.05	3.76	3.78	-.02	3.54	3.44	+.10	
	5	98.4	5.01	4.98	+.03	5.18	5.03	+.15	5.21	5.27	-.06	5.18	5.26	-.08	
AFB	3	101.2	3.58	3.61	-.03	3.84	3.68	+.16	3.93	4.06	-.13	3.74	3.68	+.06	
	5	104.4	5.62	5.51	+.11	5.67	5.54	+.13	5.52	5.77	-.25	5.56	5.74	-.18	
AGER ROAD	3	103.7	3.80	3.77	+.03	3.77	3.85	-.08	4.01	4.23	-.22	3.90	3.83	+.07	
	5	100.3	4.94	5.15	-.21	5.00	5.19	-.19	5.17	5.43	-.26	5.00	5.41	-.41	
ALLENWOOD	3	107.1	4.03	3.99	+.04	3.90	4.07	-.17	4.20	4.45	-.25	4.14	4.02	+.12	
	5	114.2	6.33	6.37	-.04	6.48	6.37	+.11	6.81	6.59	+.22	6.78	6.52	+.26	
APPLE GROVE	3	106.3	4.24	3.94	+.30	4.23	4.02	+.21	4.57	4.40	+.17	4.24	3.98	+.26	
	5	108.7	5.54	5.89	-.35	5.52	5.90	-.38	5.65	6.13	-.48	5.64	6.08	-.44	
ANDMOVE	3	102.8	3.70	3.72	-.02	3.66	3.79	-.13	4.20	4.17	+.03	3.57	3.77	-.20	
	5	103.9	5.37	5.46	-.09	5.30	5.49	-.19	5.86	5.73	+.13	5.32	5.70	-.38	
ARROWHEAD	3	99.0	3.54	3.47	+.07	3.71	3.53	+.18	4.02	3.92	+.10	3.58	3.55	+.03	
	5	101.4	5.32	5.24	+.08	5.24	5.28	-.04	5.36	5.52	-.16	5.50	5.50	+.00	
AVALON	3	98.0	3.33	3.41	-.08	3.32	3.46	-.14	3.48	3.85	-.37	3.48	3.50	-.02	
	5	101.7	5.14	5.27	-.13	5.37	5.31	+.06	5.32	5.55	-.23	5.49	5.52	-.03	
BADEN	3	93.4	3.07	3.11	-.04	3.15	3.16	-.01	3.49	3.54	-.05	3.17	3.23	-.06	
	5	90.7	4.37	4.30	+.07	4.71	4.38	+.33	4.63	4.63	+.00	5.09	4.64	+.45	
BARNABY MANOR	3	97.6	3.31	3.38	-.07	3.48	3.44	+.04	4.12	3.82	+.30	3.44	3.47	-.03	
	5	104.9	5.41	5.55	-.14	5.38	5.58	-.20	6.04	5.81	+.23	5.68	5.78	-.10	
BEACON HEIGHTS	3	92.8	3.05	3.07	-.02	3.10	3.12	-.02	3.52	3.50	+.02	3.20	3.19	+.01	
	5	100.7	4.69	5.18	-.49	5.10	5.22	-.12	4.85	5.46	-.61	5.34	5.44	-.10	
BEAVER HEIGHTS	3	95.6	3.22	3.25	-.03	3.38	3.30	+.08	4.00	3.69	+.31	3.49	3.36	+.13	
	5	101.8	4.96	5.28	-.32	5.34	5.32	+.02	5.58	5.55	+.03	5.60	5.53	+.07	
BELTSVILLE	3	106.0	3.97	3.92	+.05	4.12	4.00	+.12	4.46	4.38	+.08	3.99	3.96	+.03	
	5	100.3	5.17	5.16	+.01	5.35	5.21	+.14	5.07	5.45	-.38	5.21	5.42	-.21	
BERKSHIRE	3	93.7	3.10	3.13	-.03	3.23	3.18	+.05	3.25	3.56	-.31	3.20	3.25	-.05	
	5	100.4	4.90	5.16	-.26	4.82	5.20	-.38	5.21	5.44	-.23	5.23	5.42	-.19	
BERWYN HEIGHTS	3	99.1	3.47	3.48	-.01	3.66	3.54	+.12	3.98	3.92	+.06	3.55	3.56	-.01	
	5	98.4	4.89	4.98	-.09	4.81	5.03	-.22	4.93	5.27	-.34	4.90	5.26	-.36	
BLADENSBURG	3	96.1	3.07	3.28	-.21	3.08	3.34	-.26	3.79	3.72	+.07	3.31	3.39	-.08	
	5	99.4	4.64	5.07	-.43	4.71	5.11	-.40	5.01	5.35	-.34	4.73	5.34	-.61	*
BOND MILL	3	109.1	4.21	4.12	+.09	4.56	4.21	+.35	4.73	4.59	+.14	4.31	4.14	+.17	
	5	109.1	6.18	5.92	+.26	6.26	5.93	+.33	6.24	6.16	+.08	6.17	6.11	+.06	

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* SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

PRINCE GEORGE'S COUNTY (BRADBURY HEIGHTS - COLLEGE PARK)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
BRADBURY HEIGHTS	K-6	479	20.4	93.9	22.5	1.0	9.3	21.0	20.4	9.5	12.3	11,038
BRANDYWINE	K-6	599	19.9	95.2	28.1	2.0	11.5	20.3	22.5	5.6	12.1	12,044
BRENTWOOD	PRE K-6	261	18.0	85.9	13.5	1.0	10.1	10.0	17.2	4.5	11.2	9,394
BUCKINGHAM	K-6	500	20.8	96.1	23.0	1.0	8.9	33.0	29.2	2.9	12.7	15,859
CALVERTON	K-6	691	20.3	96.8	32.1	2.0	13.3	23.9	38.1	3.0	12.6	13,234
CAMP SPRINGS	K-6	475	17.5	97.2	26.2	1.0	13.5	19.0	40.4	4.5	12.4	14,403
CAPITOL HEIGHTS	PRE K-6	528	22.3	93.7	21.7	2.0	13.3	23.0	29.2	6.9	12.1	11,163
CARMODY HILLS	PRE K-6	520	20.5	94.9	23.3	2.0	9.4	14.3	34.7	5.8	12.3	13,512
CAROLE HIGHLANDS	K-6	553	23.4	94.6	22.6	1.0	8.3	17.0	22.9	3.9	12.4	12,407
CARROLLTON	K-6	478	21.2	96.0	21.5	1.0	12.0	19.0	16.9	2.8	12.4	13,973
CATHERINE T REED	K-6	558	19.2	95.0	27.1	2.0	8.6	19.0	17.2	6.3	12.4	12,039
CHAPEL FORGE	K-6	614	20.2	96.5	28.4	2.0	11.6	18.5	35.9	1.8	12.8	15,483
CHEROKEE	K-6	617	20.9	95.5	27.5	2.0	12.1	18.3	33.2	1.7	12.6	15,504
CHESTNUT HILLS	K-6	543	19.4	95.5	26.0	2.0	9.8	27.0	17.9	2.2	12.4	13,415
CHEVERLY TUXEDO	K-6	323	19.9	95.5	15.2	1.0	15.2	20.0	27.8	8.1	12.6	15,512
CHILLUM	K-6	502	21.3	96.5	22.5	1.0	8.6	21.8	17.0	2.4	12.3	11,250
CLINTON GROVE	K-6	605	22.2	96.4	25.3	2.0	8.5	15.8	21.2	3.5	12.2	12,957
COLLEGE PARK	K-6	255	17.0	96.2	14.0	1.0	10.6	14.0	40.0	4.7	12.8	14,081

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‡ SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES‡

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
BRADBURY HEIGHTS	3	97.8	3.13	3.39	-.26	3.4[illegible]	3.45	-.02	3.93	3.84	+.09	3.47	3.48	-.[illegible]
	5	103.1	4.75	5.39	-.64	4.85	5.43	-.58	5.49	5.66	-.17	4.97	5.63	-.66 *
BRANDYWINE	3	99.5	3.64	3.50	+.14	3.76	3.56	+.20	3.86	3.95	-.09	3.60	3.58	+.02
	5	102.1	5.38	5.31	+.07	5.52	5.34	+.18	5.67	5.58	+.09	5.59	5.55	+.04
BRENTWOOD	3	79.1	2.61	2.19	+.42	2.58	2.20	+.38	2.74	2.59	+.15	2.91	2.40	+.51 *
	5	93.2	4.16	4.52	-.36	4.34	4.59	-.25	4.39	4.84	-.45	4.88	4.84	+.04
BUCKINGHAM	3	105.3	3.99	3.88	+.11	3.97	3.95	+.02	4.23	4.33	-.10	3.88	3.92	-.04
	5	110.1	5.88	6.01	-.13	5.96	6.02	-.06	6.41	6.25	+.16	5.83	6.19	-.36
CALVERTON	3	106.9	4.21	3.98	+.23	4.39	4.06	+.33	4.40	4.44	-.04	4.08	4.01	+.07
	5	111.8	5.98	6.16	-.18	6.03	6.16	-.08	6.23	6.39	-.16	6.39	6.32	+.07
CAMP SPRINGS	3	99.8	3.86	3.52	+.34	3.63	3.58	+.05	3.83	3.97	-.14	3.72	3.60	+.12
	5	100.2	5.14	5.14	+.00	5.14	5.10	-.04	5.13	5.42	-.29	5.26	5.40	-.14
CAPITOL HEIGHTS	3	97.1	3.72	3.35	+.37	3.90	3.40	+.50	4.10	3.79	+.31	3.86	3.44	+.42
	5	98.5	4.98	4.99	-.01	5.39	5.04	+.35	5.38	5.28	+.10	5.08	5.27	-.19
CARMODY HILLS	3	100.4	3.42	3.56	-.14	3.49	3.62	-.13	4.13	4.01	+.12	3.57	3.64	-.07
	5	97.9	4.87	4.93	-.06	4.71	4.99	-.28	5.00	5.23	-.23	5.02	5.22	-.20
CAROLE HIGHLANDS	3	102.1	3.55	3.67	-.12	3.95	3.74	+.21	4.19	4.12	+.07	3.67	3.73	-.06
	5	100.4	4.74	5.16	-.42	4.67	5.20	-.53	5.23	5.44	-.21	4.98	5.42	-.44
CARROLLTON	3	100.1	3.80	3.54	+.26	3.90	3.60	+.30	4.41	3.99	+.42	3.78	3.62	+.16
	5	104.7	5.65	5.98	-.33	5.61	5.99	-.38	6.46	6.21	+.25	5.98	6.16	-.18
CATHERINE T REED	3	98.0	3.39	3.41	-.02	3.48	3.46	+.02	3.80	3.85	-.05	3.37	3.50	-.13
	5	102.0	5.19	5.30	-.11	5.31	5.33	-.02	5.28	5.57	-.29	5.47	5.54	-.07
CHAPEL FORGE	3	103.5	3.91	3.76	+.15	4.12	3.83	+.29	4.09	4.21	-.12	3.97	3.81	+.16
	5	113.6	6.44	6.32	+.12	6.50	6.32	+.18	6.58	6.54	+.04	6.45	6.47	-.02
CHEROKEE	3	103.0	3.73	3.73	+.00	3.79	3.80	-.01	4.15	4.18	-.03	3.98	3.79	+.19
	5	106.8	5.48	5.72	-.24	5.79	5.74	+.05	5.71	5.97	-.26	5.81	5.93	-.12
CHESTNUT HILLS	3	100.4	4.04	3.56	+.48	4.10	3.62	+.48	4.30	4.01	+.29	3.93	3.64	+.29
	5	105.7	5.67	5.62	+.05	5.51	5.65	-.14	5.70	5.88	-.18	5.73	5.84	-.11
CHEVERLY TUXEDO	3	101.2	3.74	3.61	+.13	4.10	3.68	+.42	4.53	4.06	+.47	4.02	3.68	+.34
	5	104.7	5.37	5.54	-.17	5.83	5.56	+.27	6.09	5.80	+.29	5.96	5.76	+.20
CHILLUM	3	94.0	3.32	3.15	+.17	3.30	3.20	+.10	3.71	3.58	+.13	3.47	3.26	+.21
	5	100.3	4.71	5.15	-.44	5.03	5.19	-.16	5.12	5.43	-.31	5.18	5.41	-.23
CLINTON GROVE	3	106.6	3.72	3.96	-.24	4.04	4.04	+.00	4.24	4.42	-.18	3.84	3.99	-.15
	5	107.3	5.25	5.77	-.52	5.27	5.78	-.51	5.45	6.01	-.56	5.42	5.97	-.55
COLLEGE PARK	3	106.7	4.15	3.97	+.18	3.87	4.05	-.18	4.21	4.43	-.22	3.96	4.00	-.14
	5	103.9	6.03	5.46	+.57	6.07	5.49	+.58	6.11	5.73	+.38	5.[illegible]9	5.70	+.19

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‡ SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

PRINCE GEORGE'S COUNTY (COLMAR MANOR - FRANCIS T EVANS)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO. TEACHER (5)	TOTAL NO. ADMIN. (6)	AVERAGE YEARS EXPERIENCE TEACHER (7)	AVERAGE YEARS EXPERIENCE ADMIN. (8)	PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN PERCENT DISAD-VAN-TAGED (10)	SCHOOL AGE CHILDREN MEDIAN EDUCA-TION OF MOTHER (11)	SCHOOL AGE CHILDREN MEDIAN FAMILY INCOME ($) (12)
COLMAR MANOR	K-6	386	21.3	93.1	17.1	1.0	8.1	23.0	16.6	7.5	11.1	10,919
COLUMBIA PARK	PRE K-6	578	20.7	89.5	26.0	2.0	8.8	16.1	14.1	4.1	12.3	12,106
CONCORD	K-6	590	20.5	96.7	26.8	2.0	10.1	30.0	17.4	7.4	12.1	10,895
COOPER LANE	K-6	478	21.0	95.8	21.8	1.0	8.0	27.0	15.3	4.6	12.3	13,266
CRESTVIEW	K-6	495	21.7	96.6	21.8	1.0	11.9	9.0	13.1	1.5	12.3	13,814
DISTRICT HEIGHTS	3-6	360	19.0	94.4	17.9	1.0	8.8	30.0	5.3	7.5	12.2	10,815
DODGE PARK	K-6	609	20.5	91.4	27.7	2.0	7.7	19.8	25.3	7.6	12.2	9694
DOSWELL E BROOKS	K-6	606	22.4	94.0	25.0	2.0	7.3	31.0	27.8	9.2	12.2	10,159
DOUGLASS	PRE K-6	298	17.5	96.4	16.0	1.0	13.6	13.0	13.2	8.7	12.3	13,669
EDGAR ALLAN POE	K-3	420	22.2	97.0	17.9	1.0	7.3	25.9	20.6	6.2	12.3	12,388
EDMONSTON	K-6	263	18.8	94.5	13.0	1.0	15.4	16.0	14.3	8.2	11.7	11,215
FLINTSTONE	K-6	373	18.1	97.0	19.6	1.0	10.9	15.6	31.1	2.8	12.4	13,429
FOREST HEIGHTS	K-[illegible]	488	21.3	96.7	21.9	1.0	9.6	16.0	35.7	5.0	12.3	12,354
FORESTVILLE	K-6	470	19.9	94.6	22.6	1.0	12.9	30.0	22.0	7.2	12.2	10,772
FORT FOOTE	K-6	422	21.3	94.5	18.8	1.0	13.1	24.0	20.2	5.4	12.5	14,261
FORT WASHINGTON FRST	K-6	569	19.5	97.0	27.1	2.0	8.1	15.1	17.2	2.6	12.6	15,561
FOX HILL	K-6	439	20.9	93.9	20.0	1.0	13.1	18.0	18.1	4.6	12.6	15,506
FRANCIS T EVANS	K-6	604	20.8	96.0	28.1	1.0	9.2	25.0	29.3	3.5	12.3	10,931

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
COLMAR MANOR	3	95.8	2.86	3.26	-.40	2.95	3.32	-.37	3.23	3.70	-.47	3.06	3.37	-.31
	5	93.3	4.65	4.53	+.12	4.69	4.60	+.09	4.51	4.84	-.33	4.77	4.85	-.08
COLUMBIA PARK	3	88.3	3.21	2.78	+.43	2.88	2.81	+.07	3.38	3.21	+.17	3.10	2.93	+.17
	5	100.5	4.85	5.16	-.31	4.95	5.21	-.26	5.15	5.45	-.30	5.10	5.42	-.32
CONCORD	3	96.6	3.58	3.32	+.26	3.46	3.37	+.09	4.39	3.76	+.63	3.40	3.41	-.01
	5	94.9	4.89	4.67	+.22	5.00	4.73	+.27	5.38	4.98	+.40	5.23	4.98	+.25
COOPER LANE	3	102.5	3.47	3.70	-.23	3.71	3.77	-.06	4.26	4.15	+.11	3.69	3.76	-.07
	5	98.8	4.79	5.01	-.22	5.28	5.06	+.22	5.34	5.30	+.04	5.32	5.29	+.03
CHESTVIEW	3	106.5	3.91	3.95	-.04	4.27	4.03	+.24	4.44	4.41	+.03	4.09	3.99	+.10
	5	104.8	5.69	5.54	+.15	5.91	5.57	+.34	5.82	5.81	+.01	5.95	5.77	+.18
DISTRICT HEIGHTS	3	97.6	3.17	3.38	-.21	3.23	3.44	-.21	3.75	3.82	-.07	3.37	3.47	-.10
	5	101.3	4.78	5.23	-.45	4.91	5.27	-.36	5.03	5.51	-.48	5.24	5.49	-.25
DODGE PARK	3	93.7	2.73	3.13	-.40	2.88	3.18	-.30	3.25	3.56	-.31	2.90	3.25	-.35
	5	92.3	3.93	4.44	-.51	4.18	4.51	-.33	4.40	4.76	-.36	4.61	4.77	-.16
DOSWELL E BROOKS	3	97.8	3.32	3.39	-.07	3.49	3.45	+.04	3.64	3.84	-.20	3.37	3.48	-.11
	5	97.8	4.67	4.93	-.26	4.71	4.98	-.27	4.85	5.22	-.37	4.62	5.21	-.59 *
DOUGLASS	3	101.0	3.17	3.60	-.43	3.43	3.67	-.24	3.90	4.05	-.15	3.38	3.67	-.29
	5	96.7	4.41	4.83	-.42	4.38	4.89	-.51	4.55	5.13	-.58	4.93	5.12	-.19
EDGAR ALLAN POE	3	96.6	3.31	3.32	-.01	3.30	3.37	-.07	3.70	3.76	-.06	3.26	3.41	-.15
EDMONSTON	3	90.2	3.02	2.90	+.12	2.88	2.94	-.06	3.20	3.33	-.13	3.07	3.04	+.03
	5	91.2	4.50	4.34	+.16	4.55	4.42	+.13	4.44	4.67	-.23	4.66	4.68	-.02
FLINTSTONE	3	101.0	3.33	3.60	-.27	3.42	3.67	-.25	3.94	4.05	-.11	3.61	3.67	-.06
	5	105.2	5.54	5.58	-.04	5.71	5.60	+.11	6.11	5.84	+.27	6.06	5.80	+.26
FOREST HEIGHTS	3	97.4	3.24	3.37	-.13	3.45	3.42	+.03	3.57	3.81	-.24	3.34	3.46	-.12
	5	94.7	4.12	4.65	-.53	4.57	4.72	-.15	4.46	4.96	-.50	4.77	4.96	-.19
FORESTVILLE	3	96.7	3.14	3.32	-.18	3.08	3.38	-.30	3.27	3.76	-.49	3.24	3.42	-.18
	5	97.3	4.43	4.88	-.45	4.43	4.94	-.51	4.57	5.18	-.61	5.03	5.17	-.14
FORT FOOTE	3	94.6	3.27	3.19	+.08	3.39	3.24	+.15	3.43	3.62	-.19	3.25	3.30	-.05
	5	99.9	5.17	5.11	+.06	5.24	5.16	+.08	5.44	5.40	+.04	5.28	5.38	-.10
FORT WASHINGTON FRST	3	109.9	4.12	4.17	-.05	4.45	4.26	+.19	4.83	4.64	+.19	4.12	4.19	-.07
	5	110.6	5.91	6.06	-.15	5.92	6.06	-.14	5.90	6.29	-.39	6.05	6.23	-.18
FOX HILL	3	107.9	4.16	4.04	+.12	4.64	4.13	+.51	4.63	4.51	+.12	4.24	4.07	+.17
	5	109.4	5.71	5.95	-.24	5.94	5.96	-.02	5.96	6.19	-.23	5.99	6.13	-.14
FRANCIS T EVANS	3	97.4	3.62	3.37	+.25	3.93	3.42	+.51	4.06	3.81	+.25	3.76	3.46	+.30
	5	104.6	5.66	5.53	+.13	5.71	5.55	+.16	6.15	5.79	+.36	6.03	5.75	+.28

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* SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

PRINCE GEORGE'S COUNTY (GAYWOOD - J ENOS RAY)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
GAYWOOD	K-6	443	20.2	94.4	20.9	1.0	9.3	8.0	47.9	5.6	12.4	12,894
GLASSMANOR	K-6	431	21.8	93.9	18.7	1.0	8.7	25.0	2.5	6.9	12.4	11,447
GLENARDEN WOODS	K-6	377	18.9	95.9	19.0	1.0	8.4	8.5	20.0	5.3	12.4	12,385
GLENN DALE	K-6	420	20.3	95.4	19.7	1.0	12.0	14.0	11.6	7.0	12.4	13,229
GREEN VALLEY	K-6	459	21.3	95.1	20.5	1.0	9.7	12.0	32.5	7.7	12.3	12,608
GREENBELT	K-6	464	15.8	91.0	28.4	1.0	8.9	29.0	39.1	5.8	12.6	12,404
GREENBELT NORTH END	K-6	516	22.8	95.2	21.6	1.0	8.1	26.0	30.5	4.2	12.5	11,626
HAPPY ACRES	K-6	266	18.7	96.7	13.2	1.0	9.1	19.0	10.6	5.1	12.4	13,918
HARMONY HALL	K-6	654	18.0	96.6	34.3	2.0	7.8	25.5	19.3	4.1	12.6	16,111
HEATHER HILLS	K-6	391	21.4	96.2	17.3	1.0	12.2	13.2	29.5	4.1	12.6	14,960
HENRY G FERGUSON	PRE K-6	474	20.1	94.7	22.5	1.0	9.0	24.9	10.6	5.2	12.0	11,098
HIGH BRIDGE	K-6	445	15.6	98.0	27.4	1.0	10.9	20.0	31.6	5.5	12.4	13,166
HILLCREST HEIGHTS	K-6	488	20.0	94.9	23.4	1.0	16.3	14.0	16.4	9.7	12.1	11,421
HOLLY PARK	K-6	257	8.3	95.1	29.8	1.0	9.7	9.6	30.2	6.3	12.2	12,379
HOLLYWOOD	K-6	451	19.4	96.3	22.2	1.0	11.1	28.0	38.8	4.9	12.2	12,791
HYATTSVILLE	K-6	566	21.8	89.1	24.0	2.0	11.8	26.0	29.6	9.2	12.1	11,338
INDIAN QUEEN	K-6	526	23.4	97.5	21.5	1.0	7.0	18.0	37.8	NA	NA	NA
J ENOS RAY	K-6	388	19.8	95.8	18.6	1.0	13.8	27.0	25.5	6.5	12.3	10,992

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES‡

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
GAYWOOD	3	96.5	3.35	3.31	+.04	3.46	3.36	+.10	3.95	3.75	+.20	3.66	3.41	+.25
	5	100.0	5.26	5.12	+.14	5.19	5.17	+.02	5.28	5.40	-.12	5.46	5.38	+.08
GLASSMANOR	3	96.3	3.21	3.30	-.09	3.48	3.35	+.13	3.56	3.74	-.18	3.41	3.40	+.01
	5	97.6	4.56	4.91	-.35	4.81	4.96	-.15	4.88	5.20	-.32	4.92	5.19	-.27
GLENARDEN WOODS	3	92.4	3.85	3.05	+.80 *	3.50	3.09	+.41	3.69	3.48	+.21	3.43	3.17	+.26
	5	100.3	5.50	5.15	+.35	5.19	5.19	+.00	5.33	5.43	-.10	5.27	5.41	-.14
GLENN DALE	3	104.0	3.66	3.79	-.13	3.78	3.87	-.09	4.24	4.25	-.01	3.83	3.84	-.01
	5	103.2	5.44	5.40	+.04	5.32	5.44	-.12	5.37	5.67	-.30	5.45	5.64	-.19
GREEN VALLEY	3	99.2	3.62	3.48	+.14	3.46	3.54	-.08	4.07	3.93	+.14	3.67	3.57	+.10
	5	100.2	4.80	5.14	-.34	4.80	5.18	-.38	4.82	5.42	-.60	4.96	5.40	-.44
GREENBELT	3	96.7	2.95	3.32	-.37	3.12	3.38	-.26	3.32	3.76	-.44	3.30	3.42	-.12
	5	103.0	4.99	5.39	-.40	5.42	5.42	+.00	5.01	5.65	-.64	5.42	5.62	-.20
GREENBELT NORTH END	3	89.9	2.89	2.88	+.01	2.79	2.92	-.13	3.04	3.31	-.27	3.03	3.03	+.00
	5	100.1	4.82	5.13	-.31	5.02	5.17	-.15	5.18	5.41	-.23	5.22	5.39	-.17
HAPPY ACRES	3	101.9	3.90	3.66	+.24	4.07	3.73	+.34	4.95	4.11	+.84 *	4.39	3.72	+.67 *
	5	98.5	5.10	4.99	+.11	5.20	5.04	+.16	5.76	5.28	+.48	5.66	5.27	+.39
HARMONY HALL	3	105.9	4.23	3.92	+.31	4.36	3.99	+.37	4.54	4.37	+.17	4.10	3.95	+.15
	5	111.4	6.04	6.13	-.09	6.15	6.13	+.02	6.24	6.36	-.12	6.40	6.29	+.11
HEATHER HILLS	3	107.5	4.34	4.02	+.32	4.47	4.10	+.37	4.90	4.48	+.42	4.34	4.05	+.29
	5	111.8	5.93	6.16	-.23	6.14	6.16	-.02	6.41	6.39	+.02	6.14	6.32	-.18
HENRY G FERGUSON	3	98.5	3.38	3.44	-.06	3.51	3.50	+.01	3.71	3.88	-.17	3.57	3.53	+.04
	5	104.8	5.44	5.54	-.10	5.54	5.57	-.03	5.37	5.81	-.44	5.61	5.77	-.16
HIGH BRIDGE	3	97.4	3.37	3.37	+.00	3.48	3.42	+.06	3.96	3.81	+.15	3.61	3.46	+.15
	5	103.7	5.13	5.45	-.32	5.43	5.48	-.05	5.34	5.71	-.37	5.66	5.68	-.02
HILLCREST HEIGHTS	3	97.2	3.31	3.35	-.04	3.56	3.41	+.15	3.78	3.80	-.02	3.57	3.45	+.12
	5	96.2	4.72	4.78	-.06	4.92	4.84	+.08	5.11	5.09	+.02	4.96	5.08	-.12
HOLLY PARK	3	106.9	3.79	3.98	-.19	3.74	4.06	-.32	3.84	4.44	-.60	3.90	4.01	-.11
	5	103.4	5.52	5.42	+.10	5.67	5.45	+.22	5.74	5.69	+.05	5.21	5.66	-.45
HOLLYWOOD	3	100.6	3.89	3.57	+.32	3.98	3.64	+.34	4.16	4.02	+.14	3.89	3.65	+.24
	5	100.4	4.90	5.16	-.26	4.94	5.20	-.26	5.37	5.44	-.07	5.07	5.42	-.35
HYATTSVILLE	3	92.8	3.22	3.07	+.15	3.13	3.12	+.01	3.49	3.50	-.01	3.36	3.19	+.17
	5	100.2	4.90	5.14	-.24	5.02	5.18	-.16	5.13	5.42	-.29	5.38	5.40	-.02
INDIAN QUEEN ELEM	3	111.0	3.93	4.24	-.31	4.03	4.34	-.31	4.50	4.71	-.21	4.20	4.25	-.05
	5	108.7	6.01	5.89	+.12	6.15	5.90	+.25	6.15	6.13	+.02	6.16	6.08	+.08
J ENOS RAY	3	99.5	3.30	3.50	-.20	3.39	3.56	-.17	3.79	3.95	-.16	3.40	3.58	-.18
	5	102.6	5.24	5.35	-.11	5.33	5.38	-.05	5.72	5.62	+.10	5.60	5.59	+.01

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‡ SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

PRINCE GEORGE'S COUNTY (J FRANK DENT - LONGFIELDS)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
J FRANK DENT	K-6	354	18.6	90.2	18.0	1.0	9.5	17.0	16.3	4.4	12.4	11,730
JAMES H HARRISON	K-6	737	21.9	94.0	31.6	2.0	7.7	14.0	17.0	2.8	12.7	11,877
JAMES MCHENRY	K-6	574	20.3	95.9	27.3	1.0	8.2	11.6	20.5	4.5	12.4	12,976
JAMES RYDER RANDALL	K-6	378	11.8	89.0	31.0	1.0	12.0	41.0	39.0	4.3	12.2	12,980
JOHN CARROLL	K-6	410	18.3	93.8	21.5	1.0	7.0	17.0	20.0	5.3	12.6	12,070
JOHN EAGER HOWARD	K-6	450	20.6	94.9	20.9	1.0	9.4	20.0	21.7	5.9	12.3	12,490
JOHN H BAYNE	K-6	724	24.1	96.7	28.1	2.0	6.7	17.0	8.3	8.6	12.1	11,376
KENILWORTH	K-6	670	20.7	93.2	30.4	2.0	10.0	26.0	37.7	2.0	12.7	16,092
KENMOOR	K-6	615	19.3	92.0	29.9	2.0	8.2	28.7	23.5	5.3	12.4	11,935
KENTLAND	K-6	635	21.4	94.8	27.7	2.0	8.3	15.3	26.9	4.7	12.1	11,732
KETTERING	K-6	600	17.9	96.3	31.6	2.0	9.1	18.7	38.7	8.9	12.4	14,000
LAMONT	K-6	610	19.0	96.1	30.1	2.0	11.9	19.5	32.7	4.3	12.4	13,241
LANDOVER HILLS	K-6	481	21.2	86.0	21.7	1.0	11.3	13.0	19.8	5.0	12.3	12,752
LANGLEY PARK	K-3	473	18.8	94.3	24.2	1.0	11.5	16.0	22.2	9.3	12.3	10,262
LANHAM	K-6	411	20.7	95.9	18.8	1.0	9.3	18.0	25.3	4.8	12.4	14,274
LAUREL	K-6	534	20.9	95.5	23.5	2.0	7.4	20.0	26.3	7.6	12.1	10,124
LEWISDALE	K-6	550	20.5	96.3	24.8	2.0	11.0	14.5	20.5	4.1	12.2	13,600
LONGFIELDS	K-6	682	21.5	95.8	29.7	2.0	7.8	18.4	15.8	5.8	12.2	11,305

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES#

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
J FRANK DENT	3	100.1	3.83	3.54	+.29	3.81	3.60	+.21	4.21	3.99	+.22	3.75	3.62	+.13
	5	101.9	5.06	5.29	-.23	5.33	5.33	+.00	5.42	5.56	-.14	5.30	5.54	-.24
JAMES H HARRISON	3	100.0	3.81	3.54	+.27	3.72	3.60	+.12	3.78	3.98	-.20	3.82	3.61	+.21
	5	103.6	5.56	5.44	+.12	5.54	5.47	+.07	5.45	5.70	-.25	5.48	5.67	-.19
JAMES MCHENRY	3	100.8	3.43	3.59	-.16	3.71	3.65	+.06	4.04	4.04	+.00	3.65	3.66	-.01
	5	107.1	5.53	5.75	-.22	5.44	5.77	-.33	5.89	6.00	-.11	5.82	5.95	-.13
JAMES RYDER RANDALL	3	109.6	4.40	4.15	+.25	4.77	4.24	+.53	5.48	4.62	+.86 *	4.47	4.17	+.30
	5	107.7	5.48	5.80	-.32	5.59	5.62	-.23	6.09	6.05	+.04	5.83	6.00	-.17
JOHN CARROLL	3	98.7	3.54	3.45	+.09	3.56	3.51	+.05	3.93	3.90	+.03	3.55	3.54	+.01
	5	100.5	5.14	5.16	-.02	5.29	5.21	+.08	5.56	5.45	+.11	5.34	5.42	-.08
JOHN EAGER HOWARD	3	97.2	3.20	3.35	-.15	3.25	3.41	-.16	3.73	3.80	-.07	3.54	3.45	+.09
	5	101.9	5.07	5.29	-.22	5.24	5.33	-.09	5.22	5.56	-.34	5.24	5.54	-.30
JOHN H BAYNE	3	98.1	3.57	3.41	+.16	3.57	3.47	+.10	4.23	3.86	+.37	3.77	3.50	+.27
	5	101.0	5.18	5.21	-.03	5.34	5.25	+.09	5.63	5.49	+.14	5.57	5.46	+.11
KENILWORTH	3	104.6	4.24	3.83	+.41	4.22	3.91	+.31	4.39	4.29	+.10	4.09	3.88	+.21
	5	109.7	5.95	5.98	-.03	6.03	5.99	+.04	6.16	6.21	-.05	5.92	6.16	-.24
KENMOOR	3	97.3	3.46	3.36	+.10	3.39	3.42	-.03	3.83	3.80	+.03	3.49	3.46	+.03
	5	96.0	5.14	4.77	+.37	4.87	4.83	+.04	4.93	5.07	-.14	5.12	5.07	+.05
KENTLAND	3	94.4	2.95	3.17	-.22	2.97	3.22	-.25	3.34	3.61	-.27	3.16	3.29	-.13
	5	99.3	4.62	5.06	-.44	4.80	5.11	-.31	4.87	5.35	-.48	5.01	5.33	-.32
KETTERING	3	101.7	3.53	3.64	-.11	3.78	3.71	+.07	4.17	4.10	+.07	3.73	3.71	+.02
	5	107.4	5.85	5.77	+.08	5.99	5.79	+.20	6.33	6.02	+.31	6.22	5.97	+.25
LAMONT	3	98.2	3.51	3.42	+.09	3.59	3.48	+.11	4.08	3.86	+.22	3.53	3.51	+.02
	5	99.9	5.10	5.11	-.01	5.28	5.16	+.12	5.45	5.40	+.05	5.44	5.38	+.06
LANDOVER HILLS	3	95.5	3.18	3.25	-.07	3.23	3.30	-.07	3.71	3.68	+.03	3.47	3.35	+.12
	5	102.3	4.99	5.32	-.33	4.86	5.36	-.50	5.29	5.60	-.31	5.23	5.57	-.34
LANGLEY PARK	3	100.6	3.23	3.57	-.34	3.45	3.64	-.19	3.54	4.02	-.48	3.51	3.65	-.14
LANHAM	3	102.4	3.36	3.69	-.33	3.62	3.76	-.14	3.97	4.14	-.17	3.44	3.75	-.31
	5	100.9	4.90	5.20	-.30	5.05	5.24	-.19	5.71	5.48	+.23	5.35	5.46	-.11
LAUREL	3	104.4	3.92	3.82	+.10	4.09	3.89	+.20	4.29	4.27	+.02	3.97	3.87	+.10
	5	106.6	5.69	5.70	-.01	5.70	5.72	-.02	5.81	5.96	-.15	5.81	5.91	-.10
LEWISDALE	3	99.8	3.59	3.47	+.12	3.57	3.53	+.04	4.09	3.92	+.17	3.65	3.55	+.10
	5	103.7	5.38	5.45	-.07	5.22	5.48	-.26	5.39	5.71	-.32	5.46	5.68	-.22
LONGFIELDS	3	91.0	3.10	2.96	+.14	3.19	2.99	+.20	3.40	3.38	+.02	3.24	3.09	+.15
	5	95.3	5.14	4.70	+.44	4.93	4.77	+.16	5.15	5.01	+.14	5.20	5.01	+.19

SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

PRINCE GEORGE'S COUNTY (LYNDON HILL - OVERLOOK)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANI- ZATION (1)	TOTAL SCHOOL ENROLL- MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN- DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD- VAN- TAGED (10)	MEDIAN EDUCA- TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
LYNDON HILL	K-6	503	19.6	94.0	24.5	1.0	8.3	28.0	24.6	4.9	12.2	10,373
MAGNOLIA	K-6	516	20.9	97.0	23.7	1.0	7.5	13.0	32.4	1.9	12.6	13,642
MARGARET A EDMONSTON	PRE K-6	507	19.3	94.7	25.3	1.0	9.9	18.0	21.7	9.1	12.3	11,364
MARGARET BRENT	K-6	367	17.1	94.2	20.4	1.0	13.3	20.0	36.0	4.6	12.3	11,352
MARLTON	K-6	565	20.5	96.5	26.5	1.0	9.7	19.5	25.5	NA	NA	NA
MATTAPONI	K-6	524	19.8	94.6	25.4	1.0	10.9	24.0	20.5	8.5	12.3	13,523
MATTHEW HENSON	K-6	618	20.7	96.4	27.8	2.0	7.3	16.3	16.8	5.1	12.3	12,679
MCCORMICK	4-6	379	20.1	94.6	17.8	1.0	8.5	21.0	13.3	9.2	12.3	10,446
MEADOWBROOK	K-6	583	20.2	97.4	26.9	2.0	9.9	25.0	30.4	1.7	12.7	14,786
MELWOOD	K-6	638	20.6	94.6	28.9	2.0	10.5	22.5	20.4	5.6	12.2	12,671
MIDDLETON VALLEY	K-6	577	20.5	96.5	26.2	2.0	11.0	25.0	14.5	4.4	12.4	14,304
MONTPELIER	K-6	735	22.3	95.6	30.9	2.0	7.5	31.9	24.3	2.5	12.7	11,964
MORNINGSIDE	K-6	457	22.3	96.5	19.5	1.0	11.3	28.0	24.4	6.2	12.1	11,509
NORTH FORESTVILLE	PRE K-6	521	20.4	97.8	23.5	2.0	12.0	13.5	39.1	6.5	12.3	13,152
O W PHAIR	K-6	365	18.9	95.8	18.3	1.0	8.3	13.5	27.5	11.5	12.2	11,194
OAKCREST	K-6	668	22.7	92.8	28.5	1.0	7.0	16.0	15.9	8.9	12.6	12,006
OAKLANDS	K-6	677	23.2	95.1	27.2	2.0	13.1	27.0	27.8	3.4	12.4	11,348
OVERLOOK	K-6	355	18.5	96.4	18.2	1.0	7.2	21.0	37.5	12.4	12.4	12,730

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES#

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
LYNDON HILL	3	96.2	3.11	3.29	-.18	3.40	3.34	+.06	3.31	3.73	-.42	3.16	3.39	-.23
	5	98.7	4.75	5.01	-.26	4.79	5.06	-.27	5.31	5.30	+.01	4.99	5.28	-.29
MAGNOLIA	3	106.2	3.81	3.93	-.12	3.92	4.01	-.09	4.22	4.39	-.17	3.99	3.97	+.02
	5	108.7	5.94	5.89	+.05	5.81	5.90	-.09	6.00	6.13	-.13	6.00	6.08	-.08
MARGARET A EDMONSTON	3	102.9	3.35	3.72	-.37	3.50	3.79	-.29	3.70	4.17	-.47	3.65	3.78	-.13
	5	102.8	5.39	5.37	+.02	5.52	5.40	+.12	5.57	5.64	-.07	5.41	5.61	-.20
MARGARET BRENT	3	98.8	3.48	3.46	+.02	3.53	3.52	+.01	3.75	3.90	-.15	3.48	3.54	-.06
	5	101.5	5.42	5.25	+.17	5.66	5.29	+.37	5.85	5.53	+.32	5.90	5.50	+.40
MARLTON	3	103.2	3.70	3.74	-.04	3.92	3.81	+.11	3.92	4.19	-.27	3.82	3.80	+.02
	5	100.4	5.38	5.16	+.22	5.37	5.20	+.17	5.39	5.44	-.05	5.80	5.42	+.38
MATTAPONI	3	100.5	3.83	3.57	+.26	3.91	3.63	+.28	4.24	4.02	+.22	3.89	3.64	+.25
	5	103.1	5.52	5.39	+.13	5.54	5.43	+.11	5.64	5.66	-.02	5.64	5.63	+.01
MATTHEW HENSON	3	101.7	3.43	3.64	-.21	3.50	3.71	-.21	4.41	4.10	+.31	3.66	3.71	-.05
	5	103.3	4.75	5.41	-.66	4.90	5.44	-.54	5.40	5.68	-.28	5.33	5.65	-.32
MCCORMICK	5	101.7	5.09	5.27	-.18	5.25	5.31	-.06	5.46	5.55	-.09	5.49	5.52	-.03
MEADOWBROOK	3	107.2	3.96	4.00	-.04	4.35	4.08	+.27	4.37	4.46	-.09	4.06	4.03	+.03
	5	108.6	6.31	5.88	+.43	6.22	5.89	+.33	6.40	6.12	+.28	6.25	6.07	+.18
MELWOOD	3	96.9	3.38	3.34	+.04	3.58	3.39	+.19	3.74	3.78	-.04	3.53	3.43	+.10
	5	100.5	5.01	5.16	-.15	5.12	5.21	-.09	5.14	5.45	-.31	5.30	5.42	-.12
MIDDLETON VALLEY	3	108.4	3.82	4.08	-.26	4.14	4.16	-.02	4.49	4.54	-.05	4.12	4.10	+.02
	5	105.4	5.78	5.60	+.18	5.79	5.62	+.17	5.84	5.86	-.02	6.08	5.82	+.26
MONTPELIER	3	110.3	4.45	4.20	+.25	4.67	4.29	+.38	5.03	4.67	+.36	4.18	4.21	-.03
	5	112.5	6.26	6.22	+.04	6.21	6.22	-.01	6.39	6.45	-.06	6.27	6.38	-.11
MORNINGSIDE	3	92.4	3.09	3.05	+.04	3.20	3.09	+.11	3.27	3.48	-.21	3.13	3.17	-.04
	5	97.8	4.93	4.93	+.00	4.89	4.98	-.09	5.01	5.22	-.21	4.87	5.21	-.34
NORTH FORESTVILLE	3	103.7	3.60	3.77	-.17	3.61	3.85	-.24	4.06	4.23	-.17	3.57	3.83	-.26
	5	103.7	5.06	5.45	-.39	5.25	5.48	-.23	5.36	5.71	-.35	5.42	5.68	-.26
O W PHAIR	3	101.0	3.72	3.60	+.12	3.53	3.67	-.14	4.20	4.05	+.15	3.81	3.67	+.14
	5	102.7	5.46	5.36	+.10	5.45	5.39	+.06	5.41	5.63	-.22	5.42	5.60	-.18
OAKCREST	3	98.7	3.27	3.45	-.18	3.42	3.51	-.09	3.80	3.90	-.10	3.59	3.54	+.05
	5	101.4	4.88	5.24	-.36	4.88	5.28	-.40	5.26	5.52	-.26	5.35	5.50	-.15
OAKLANDS	3	93.7	3.25	3.13	+.12	3.46	3.18	+.28	3.57	3.56	+.01	3.31	3.25	+.06
	5	99.4	5.04	5.07	-.03	5.42	5.11	+.31	5.20	5.35	-.15	5.30	5.34	-.04
OVERLOOK	3	97.8	3.23	3.39	-.16	3.26	3.45	-.19	3.43	3.84	-.41	3.43	3.48	-.05
	5	100.9	5.15	5.20	-.05	5.02	5.24	-.22	5.35	5.48	-.13	5.12	5.46	-.34

SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

PRINCE GEORGE'S COUNTY (OWENS ROAD - ROSE VALLEY)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
OWENS ROAD	K-6	407	18.9	92.0	20.5	1.0	11.2	12.0	17.7	6.7	12.4	11,429
OXON HILL	K-6	570	23.0	94.6	22.8	2.0	10.9	16.5	20.6	3.1	12.3	12,853
PAINT BRANCH	K-6	537	19.9	91.5	25.0	2.0	6.9	11.0	25.2	8.2	12.3	11,823
PALMER PARK	K-6	429	18.3	92.7	21.4	2.0	8.9	21.5	31.6	6.5	12.3	10,953
PANORAMA	K-6	250	17.7	95.9	13.1	1.0	10.3	24.0	15.6	5.4	12.4	12,353
PARKLAWN	K-6	336	19.0	95.4	16.7	1.0	10.5	34.0	43.5	2.4	12.2	13,038
PARKWAY	K-6	328	19.2	95.0	16.1	1.0	11.8	17.0	23.4	3.5	12.3	11,126
PATUXENT	K-6	538	21.1	96.1	23.5	2.0	9.9	29.5	16.6	10.6	12.1	12,818
POINTER RIDGE	K-6	680	21.7	96.2	29.3	2.0	7.2	14.3	20.8	5.4	12.5	13,812
POWDER MILL	K-6	581	20.0	96.8	27.1	2.0	10.3	15.7	16.7	3.4	12.6	13,369
PRINCETON	K-6	433	19.5	96.0	21.2	1.0	8.4	17.0	20.3	3.8	12.2	11,474
RANDOLPH VILLAGE	K-6	491	21.5	94.8	21.8	1.0	8.9	10.5	15.3	10.7	12.2	11,607
RIDGECREST	K-6	509	20.4	97.3	24.0	1.0	10.3	18.0	30.0	4.2	12.5	13,350
RITCHIE	K-6	573	22.9	95.4	24.0	1.0	11.0	18.5	31.2	7.1	12.2	12,423
RIVERDALE	K-6	695	21.6	94.1	30.2	2.0	9.9	9.0	15.4	8.3	12.1	10,611
RIVERDALE HILLS	K-6	405	18.7	93.4	19.6	2.0	8.7	27.0	20.8	6.4	12.1	10,919
ROBERT FROST	K-6	361	19.1	95.2	17.9	1.0	8.9	13.0	26.5	3.3	12.5	13,956
ROCKLEDGE	K-6	638	20.9	94.9	28.5	2.0	11.1	19.5	20.3	2.2	12.8	15,711
ROGERS HEIGHTS	K-6	608	20.3	95.0	27.9	2.0	11.4	10.0	26.7	7.7	12.3	11,153
ROSE VALLEY	K-6	633	20.5	96.8	29.9	1.0	7.4	15.7	20.4	2.5	12.5	14,729

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

PRINCE GEORGES COUNTY SCHOOL SYSTEM

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES#

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
OWENS ROAD	3	92.7	2.76	3.06	-.30	2.86	3.11	-.25	3.38	3.50	-.12	3.11	3.19	-.08
	5	98.9	4.85	5.02	-.17	4.70	5.07	-.37	5.71	5.31	+.40	5.58	5.30	+.28
OXON HILL	3	100.1	3.67	3.54	+.13	3.73	3.60	+.13	4.05	3.99	+.06	3.64	3.62	+.02
	5	102.9	5.35	5.38	-.03	5.48	5.41	+.07	5.50	5.65	-.15	5.46	5.62	-.16
PAINT BRANCH	3	99.6	3.35	3.51	-.16	3.38	3.57	-.19	3.70	3.96	-.26	3.49	3.59	-.10
	5	98.6	4.83	5.00	-.17	4.78	5.05	-.27	4.92	5.29	-.37	5.03	5.27	-.24
PALMER PARK	3	95.7	3.18	3.26	-.08	3.31	3.31	+.00	3.66	3.70	-.0[illegible]	3.48	3.36	+.12
	5	99.4	5.10	5.07	+.03	5.02	5.11	-.09	5.27	5.35	-.08	4.97	5.34	-.37
PANORAMA	3	103.9	3.92	3.79	+.13	4.05	3.86	+.19	4.17	4.24	-.07	3.91	3.84	+.07
	5	99.7	5.14	5.09	+.05	5.10	5.14	-.04	5.50	5.38	+.12	5.21	5.36	-.15
PARKLAWN	3	90.6	2.99	2.93	+.06	3.01	2.97	+.04	3.68	3.36	+.32	3.20	3.07	+.13
	5	95.4	4.61	4.71	-.10	4.80	4.78	+.02	5.06	5.02	+.04	5.02	5.02	+.00
PARKWAY	3	100.4	3.62	3.56	+.06	3.70	3.62	+.08	4.25	4.01	+.24	4.02	3.64	+.38
	5	102.6	4.94	5.35	-.41	4.92	5.38	-.46	5.56	5.62	-.06	5.45	5.59	-.14
PATUXENT	3	99.6	3.50	3.51	-.01	3.79	3.57	+.22	4.00	3.96	+.04	3.67	3.59	+.08
	5	100.7	4.98	5.18	-.20	5.16	5.22	-.06	5.30	5.46	-.16	5.59	5.[illegible]4	+.15
POINTER RIDGE	3	110.8	4.17	4.23	-.06	4.33	4.32	+.01	4.71	4.70	+.01	4.32	4.24	+.08
	5	108.3	5.75	5.85	-.10	5.93	5.87	+.06	6.05	6.10	-.05	6.25	6.05	+.20
POWDER MILL	3	101.0	3.37	3.60	-.23	3.51	3.67	-.16	3.71	4.05	-.34	3.69	3.67	+.02
	5	103.7	5.32	5.45	-.13	5.40	5.48	-.08	5.46	5.71	-.25	5.57	5.68	-.11
PRINCETON	3	103.8	4.42	3.78	+.64 *	4.12	3.85	+.27	4.99	4.23	+.76 *	4.10	3.83	+.27
	5	91.8	4.68	4.40	+.28	4.86	4.47	+.39	4.75	4.72	+.03	4.85	4.73	+.12
RANDOLPH VILLAGE	3	97.9	3.54	3.40	+.14	3.68	3.46	+.22	3.87	3.84	+.03	3.54	3.49	+.05
	5	102.7	5.36	5.36	+.00	5.49	5.39	+.10	5.38	5.63	-.25	5.28	5.60	-.32
RIDGECREST	THIS SCHOOL IS PARTICIPATING IN THE MARYLAND ALTERNATIVE ACCOUNTABILITY PILOT PROJECT. (SEE SECTION 4.2.17)													
RITCHIE	3	99.6	3.36	3.51	-.15	3.60	3.57	+.03	3.83	3.96	-.13	3.41	3.59	-.18
	5	102.3	5.12	5.32	-.20	5.40	5.36	+.04	5.46	5.60	-.14	5.35	5.57	-.22
RIVERDALE	THIS SCHOOL IS PARTICIPATING IN THE MARYLAND ALTERNATIVE ACCOUNTABILITY PILOT PROJECT. (SEE SECTION 4.2.17)													
RIVERDALE HILLS	3	95.7	3.13	3.26	-.13	3.10	3.31	-.21	3.63	3.70	-.07	3.19	3.36	-.17
	5	95.2	4.81	4.70	+.11	5.03	4.76	+.27	4.92	5.00	-.08	5.04	5.00	+.04
ROBERT FROST	3	99.9	3.71	3.53	+.18	3.61	3.59	+.02	3.88	3.98	-.10	3.76	3.61	+.15
	5	104.6	5.26	5.53	-.27	5.26	5.55	-.29	5.47	5.79	-.32	5.72	5.75	-.03
ROCKLEDGE	3	107.4	4.16	4.01	+.15	4.40	4.09	+.31	4.58	4.47	+.11	4.04	4.04	+.00
	5	109.8	6.09	5.99	+.10	6.04	5.99	+.05	6.33	6.22	+.11	6.17	6.17	+.00
ROGERS HEIGHTS	3	96.8	3.53	3.33	+.20	3.69	3.38	+.31	3.90	3.77	+.13	3.65	3.43	+.22
	5	98.4	4.91	4.98	-.07	5.04	5.03	+.01	4.89	5.27	-.38	4.79	5.26	-.47
ROSE VALLEY	3	104.1	4.09	3.80	+.29	4.10	3.87	+.23	4.49	4.25	+.24	3.98	3.85	+.13
	5	103.5	5.28	5.43	-.15	5.29	5.46	-.17	5.59	5.70	-.11	5.34	5.66	-.32

SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

PRINCE GEORGE'S COUNTY (ROSECROFT PARK - THOMAS ADDISON)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
ROSECROFT PARK	PRE K-6	407	16.6	95.6	23.5	1.0	11.9	17.5	20.0	3.7	12.4	13,316
SAMUEL F. B. MORSE	K-6	661	22.9	91.6	26.8	2.0	8.4	13.0	26.7	3.2	12.7	11,801
SAMUEL CHASE	K-6	519	21.0	93.1	23.7	1.0	10.4	15.0	14.6	3.5	12.5	13,145
SANDYMOUNT	K-6	434	20.3	95.1	20.4	1.0	7.6	41.0	16.7	10.6	12.2	11,288
SEABROOK	K-6	501	21.9	96.8	21.9	1.0	11.3	26.0	16.1	2.6	12.4	13,957
SEAT PLEASANT	K-6	438	19.2	93.2	21.8	1.0	6.3	28.0	26.3	8.9	12.1	10,512
SHADYSIDE	K-6	376	20.6	95.6	17.3	1.0	12.5	16.4	24.4	7.0	12.2	11,229
SILVER HILL	K-6	360	23.2	95.3	14.5	1.0	13.5	13.0	9.7	5.6	12.4	12,182
SKYLINE	K-6	378	18.3	95.2	19.7	1.0	9.4	11.0	24.1	6.6	12.2	11,124
SOMERSET	K-6	466	20.5	94.9	21.7	1.0	9.9	33.0	26.4	2.6	12.7	16,301
SPRINGHILL LAKE	K-6	724	21.7	95.3	31.3	2.0	8.9	15.5	27.9	7.2	12.9	11,864
SURRATTSVILLE	K-6	504	19.8	95.9	24.5	1.0	10.8	10.0	17.6	1.8	12.3	15,035
TALL OAKS	K-6	414	23.9	95.5	16.3	1.0	10.9	24.0	12.7	3.7	12.6	14,470
TANGLEWOOD	K-6	484	21.8	96.8	21.2	1.0	14.5	10.0	31.5	1.0	12.3	13,732
TAYAC	K-6	593	19.8	95.6	28.0	2.0	8.8	30.0	27.7	3.4	12.5	14,571
TEMPLE HILLS	K-6	220	22.3	95.0	8.9	1.0	13.9	17.0	15.2	3.8	12.5	13,916
TEMPLETON	K-6	632	20.7	95.0	28.5	2.0	10.7	19.2	27.9	8.0	12.1	10,443
THOMAS ADDISON	K-6	310	17.9	96.4	16.3	1.0	12.3	13.0	41.6	5.4	12.5	13,827

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

PRINCE GEORGE'S COUNTY (ROSECROFT PARK - THOMAS ADDISON)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES‡

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
ROSECROFT PARK	3	100.4	3.82	3.56	+.26	3.90	3.62	+.28	4.10	4.01	+.09	3.68	3.64	+.04
	5	103.3	5.54	5.41	+.13	5.65	5.44	+.21	5.52	5.68	-.16	5.55	5.65	-.10
SAMUEL F.B. MORSE	3	94.4	3.03	3.17	-.14	3.21	3.22	-.01	3.36	3.61	-.25	3.46	3.29	+.17
	5	94.6	4.63	4.64	-.01	4.63	4.71	-.08	4.80	4.95	-.15	4.99	4.95	+.04
SAMUEL CHASE	3	100.1	3.38	3.54	-.16	3.68	3.60	+.08	3.77	3.99	-.22	3.67	3.62	+.05
	5	101.1	5.49	5.22	+.27	5.59	5.26	+.33	5.46	5.50	-.04	5.32	5.47	-.15
SANDYMOUNT	3	100.9	3.21	3.59	-.38	3.40	3.66	-.26	3.89	4.04	-.15	3.56	3.66	-.10
	5	103.4	5.09	5.42	-.33	5.33	5.45	-.12	5.09	5.69	-.60	5.25	5.66	-.41
SEABROOK	3	101.1	3.63	3.61	+.02	3.78	3.67	+.11	4.03	4.06	-.03	3.87	3.68	+.19
	5	102.9	5.08	5.38	-.30	5.32	5.41	-.09	5.38	5.65	-.27	5.45	5.62	-.17
SEAT PLEASANT	3	100.4	3.10	3.56	-.46	3.20	3.62	-.42	3.52	4.01	-.49	3.31	3.64	-.33
	5	97.3	5.12	4.88	+.24	5.07	4.94	+.13	5.77	5.18	+.59	5.23	5.17	+.06
SHADYSIDE	3	95.6	2.78	3.25	-.47	3.00	3.30	-.30	3.08	3.69	-.61	3.20	3.36	-.16
	5	95.0	4.79	4.68	+.11	5.20	4.74	+.46	5.01	4.99	+.02	5.22	4.99	+.23
SILVER HILL	3	92.8	3.07	3.07	+.00	2.72	3.12	-.40	3.23	3.50	-.27	3.10	3.19	-.09
	5	99.9	4.42	5.11	-.69	4.52	5.16	-.64 *	4.78	5.40	-.62	4.59	5.38	-.79 *
SKYLINE	3	96.1	3.34	3.28	+.06	3.56	3.34	+.22	3.71	3.72	-.01	3.18	3.39	-.21
	5	99.8	5.22	5.10	+.12	5.11	5.15	-.04	5.52	5.39	+.13	4.86	5.37	-.51
SOMERSET	3	102.0	3.98	3.66	+.32	4.04	3.73	+.31	4.26	4.12	+.14	3.87	3.73	+.14
	5	105.0	5.65	5.56	+.09	5.39	5.59	-.20	5.93	5.82	+.11	5.88	5.78	+.10
SPRINGHILL LAKE	3	104.7	3.74	3.84	-.10	3.83	3.91	-.08	4.15	4.29	-.14	3.66	3.88	-.22
	5	100.6	5.25	5.17	+.08	5.18	5.22	-.04	5.18	5.45	-.27	5.12	5.43	-.31
SURRATTSVILLE	3	101.5	3.89	3.63	+.26	4.02	3.70	+.32	4.11	4.08	+.03	3.88	3.70	+.18
	5	103.2	5.38	5.40	-.02	5.57	5.44	+.13	5.81	5.67	+.14	5.90	5.64	+.26
TALL OAKS	3	100.6	3.54	3.57	-.03	3.65	3.64	+.01	3.89	4.02	-.13	3.58	3.65	-.07
	5	101.7	5.37	5.27	+.10	5.27	5.31	-.04	5.12	5.55	-.43	5.63	5.52	+.11
TANGLEWOOD	3	98.0	3.83	3.41	+.42	4.10	3.46	+.64 *	4.09	3.85	+.24	3.83	3.50	+.33
	5	105.7	5.15	5.62	-.47	5.48	5.65	-.17	5.76	5.88	-.12	5.99	5.84	+.15
TAYAC	3	99.6	3.63	3.51	+.12	3.64	3.57	+.07	3.89	3.96	-.07	3.61	3.59	+.02
	5	101.8	5.12	5.28	-.16	5.26	5.32	-.06	5.25	5.55	-.30	5.43	5.53	-.10
TEMPLE HILLS	3	102.8	3.57	3.72	-.15	3.84	3.79	+.05	4.44	4.17	+.27	3.85	3.77	+.08
	5	110.1	6.02	6.01	+.01	6.13	6.02	+.11	6.52	6.25	+.27	6.35	6.19	+.16
TEMPLETON	3	92.6	3.06	3.06	+.00	3.20	3.10	+.10	3.31	3.49	-.18	3.01	3.18	-.17
	5	94.6	4.67	4.64	+.03	4.71	4.71	+.00	4.73	4.95	-.22	4.79	4.95	-.16
THOMAS ADDISON	3	103.0	3.94	3.73	+.21	4.00	3.80	+.20	4.24	4.18	+.06	3.80	3.79	+.01
	5	108.8	5.95	5.90	+.05	5.98	5.91	+.07	5.92	6.14	-.22	5.96	6.09	-.13

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‡ SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

PRINCE GEORGE'S COUNTY (THOMAS CLAGGETT - BELTSVILLE JR HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
THOMAS CLAGGETT	K-6	443	19.2	95.5	22.1	1.0	9.5	13.0	26.8	7.5	12.1	10,953
THOMAS S STONE	K-6	846	23.8	88.2	34.6	1.0	10.0	37.0	19.7	4.8	11.8	9303
TULIP GROVE	K-6	532	21.8	94.7	23.4	1.0	13.0	16.0	28.3	5.2	12.6	16,020
UNIVERSITY PARK	K-6	402	19.5	93.6	19.6	1.0	14.9	14.0	14.1	5.5	12.8	15,309
VALLEY VIEW	K-6	528	20.0	91.7	24.4	2.0	13.7	25.5	23.0	4.1	12.4	11,462
WALDON WOODS	K-6	419	22.3	96.7	17.8	1.0	13.1	12.0	29.3	2.0	12.2	13,570
WEST LANHAM HILLS	K-6	429	19.9	83.3	20.5	1.0	7.8	13.0	18.6	3.8	12.4	12,367
WHITEHALL	K-6	509	20.2	95.3	23.2	2.0	9.3	15.5	26.6	2.8	12.8	15,042
WILDERCROFT	K-6	314	17.1	96.1	17.4	1.0	8.7	24.2	24.5	5.8	12.4	11,206
WILLIAM BEANES	K-6	600	22.1	89.4	25.1	2.0	9.0	24.0	14.8	8.2	12.2	9395
WILLIAM PACA	K-6	468	19.4	95.1	23.1	1.0	10.0	15.0	26.1	5.9	12.3	12,504
WOODLEY KNOLL	4-6	353	18.1	94.9	18.5	1.0	7.4	18.0	37.4	6.1	12.3	12,101
WOODMORE	K-6	504	21.9	97.3	22.0	1.0	10.0	18.0	14.3	5.9	12.4	14,050
WOODRIDGE	K-6	269	17.9	96.7	14.0	1.0	11.9	18.4	14.7	2.0	12.3	13,292
YORKTOWN	K-6	603	19.3	96.9	29.2	2.0	7.8	14.9	33.7	2.1	12.7	14,883
ANDREW JACKSON JUNIOR	7-9	766	17.6	77.0	41.5	2.0	7.9	20.3	20.7	8.1	12.3	10,456
BELAIR JR HIGH	7-9	1,013	18.3	92.9	52.2	3.0	8.1	17.3	34.8	3.2	12.7	15,789
BELTSVILLE JR HIGH	7-9	925	18.1	93.9	48.0	3.0	10.1	27.7	33.3	2.6	12.4	13,547

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

PRINCE GEORGE'S COUNTY (THOMAS CLAGGETT - BELTSVILLE JR HIGH)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES‡

PRINCE GEORGES COUNTY SCHOOL SYSTEM			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
THOMAS CLAGGETT	3	96.2	2.95	3.29	-.34	3.15	3.34	-.19	3.77	3.73	+.04	3.18	3.39	-.21
	5	95.0	4.40	4.68	-.28	4.40	4.74	-.34	4.51	4.99	-.48	4.59	4.99	-.40
THOMAS S STONE	3	99.3	3.39	3.49	-.10	3.49	3.55	-.06	3.74	3.94	-.20	3.48	3.57	-.09
	5	103.9	4.98	5.46	-.48	5.09	5.49	-.40	5.40	5.73	-.33	5.47	5.70	-.23
TULIP GROVE	3	100.6	3.56	3.57	-.01	3.52	3.64	-.12	4.00	4.02	-.02	3.71	3.65	+.06
	5	110.8	5.97	6.07	-.10	6.09	6.08	+.01	5.77	6.31	-.54	5.96	6.25	-.29
UNIVERSITY PARK	3	110.0	4.53	4.18	+.35	4.42	4.27	+.15	4.57	4.65	-.08	4.11	4.19	-.06
	5	109.8	6.07	5.99	+.08	6.22	5.99	+.23	6.16	6.22	-.06	6.11	6.17	-.06
VALLEY VIEW	3	97.0	3.38	3.34	+.04	3.80	3.40	+.40	3.93	3.78	+.15	3.52	3.44	+.08
	5	99.7	5.15	5.09	+.06	5.30	5.14	+.16	5.54	5.38	+.16	5.55	5.36	+.19
WALDON WOODS	3	101.0	3.78	3.60	+.18	3.88	3.67	+.21	4.28	4.05	+.23	4.04	3.67	+.37
	5	99.7	5.43	5.09	+.34	5.51	5.14	+.37	5.45	5.38	+.07	5.60	5.36	+.24
WEST LANHAM HILLS	3	103.2	3.36	3.74	-.38	3.50	3.81	-.31	3.78	4.19	-.41	3.52	3.80	-.28
	5	99.9	4.56	5.11	-.55	4.69	5.16	-.47	4.68	5.40	-.72	4.91	5.38	-.47
WHITEHALL	3	108.9	4.29	4.11	+.18	4.41	4.20	+.21	4.54	4.57	-.03	4.19	4.13	+.06
	5	105.6	5.88	5.61	+.27	5.98	5.64	+.34	6.20	5.87	+.33	5.82	5.83	-.01
WILDERCROFT	3	95.9	3.09	3.27	-.18	3.23	3.32	-.09	3.33	3.71	-.38	3.27	3.37	-.10
	5	94.7	4.53	4.65	-.12	4.69	4.72	-.03	4.62	4.96	-.34	4.78	4.96	-.18
WILLIAM BEANES	3	96.9	3.17	3.34	-.17	3.07	3.39	-.32	3.31	3.78	-.47	3.22	3.43	-.21
	5	100.6	4.96	5.17	-.21	4.96	5.22	-.26	5.01	5.45	-.44	5.17	5.43	-.26
WILLIAM PACA	3	95.3	3.25	3.23	+.02	3.41	3.28	+.13	3.82	3.67	+.15	3.43	3.34	+.09
	5	100.4	4.95	5.16	-.21	5.02	5.20	-.18	5.20	5.44	-.24	5.29	5.42	-.13
WOODLEY KNOLL	5	96.1	4.73	4.78	-.05	4.83	4.84	-.01	4.88	5.08	-.20	4.93	5.07	-.14
WOOLMORE	3	104.6	3.93	3.83	+.10	4.22	3.91	+.31	4.44	4.29	+.15	4.28	3.88	+.40
	5	107.5	5.91	5.78	+.13	5.98	5.80	+.18	6.01	6.03	-.02	6.11	5.98	+.13
WOODRIDGE	3	101.0	3.37	3.60	-.23	3.53	3.67	-.14	3.52	4.05	-.53	3.47	3.67	-.20
	5	103.1	4.83	5.39	-.56	5.35	5.43	-.08	5.06	5.66	-.60	5.13	5.63	-.50
YORKTOWN	3	96.4	3.79	3.30	+.49	3.85	3.36	+.49	4.15	3.74	+.41	3.75	3.40	+.35
	5	112.8	5.94	6.25	-.31	5.99	6.25	-.26	6.25	6.47	-.22	6.24	6.40	-.16
ANDREW JACKSON JR	7	97.5	6.04	6.46	-.42	6.12	6.51	-.39	6.07	6.63	-.56	6.32	6.75	-.43
	9	97.4	7.48	7.97	-.49	7.76	7.91	-.15	7.55	8.01	-.46	7.90	8.09	-.19
BELAIR JR HIGH	7	110.7	7.61	7.90	-.29	7.65	7.84	-.19	7.73	7.89	-.16	7.67	8.10	-.43
	9	111.4	9.11	9.59	-.48	9.42	9.53	-.11	9.18	9.40	-.22	9.48	9.60	-.12
BELTSVILLE JR HIGH	7	108.3	7.12	7.64	-.52	7.11	7.60	-.49	7.24	7.66	-.42	7.24	7.85	-.61
	9	106.1	8.64	8.98	-.34	8.62	8.92	-.30	8.80	8.87	-.07	8.72	9.03	-.31

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‡ SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

PRINCE GEORGE'S COUNTY (BEN D FOULDIS - KENMOOR SR HIGH)

TABLE 3. SCHOOL LEVEL* -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
BEN D FOULDIS JR	7-9	957	17.4	89.2	53.0	2.0	8.2	20.5	20.0	5.9	12.2	11,030
BENJAMIN STODDERT JR	7-9	852	17.4	92.8	47.0	2.0	11.0	17.5	28.6	7.6	12.3	11,982
BENJAMIN TASKER JUNIOR	7-9	1,207	19.1	93.5	60.0	3.0	9.9	19.7	32.1	5.2	12.6	14,684
BLADENSBURG JR HIGH	7-9	911	18.0	87.0	47.5	3.0	10.1	22.8	21.8	15.2	12.1	10,760
BUCK LODGE JR HIGH	7-9	1,051	18.1	93.7	55.0	3.0	10.6	16.0	41.4	6.4	12.5	12,799
CHARLES CARROLL JR HIGH	7-9	1,015	18.5	92.4	52.0	3.0	8.3	12.8	23.6	4.0	12.4	12,754
DWIGHT D EISENHOWER	7-9	1,050	19.3	92.5	51.5	3.0	9.2	22.3	22.0	5.5	12.6	11,709
EUGENE BURROUGHS JR	7-9	1,034	18.1	94.6	54.0	3.0	9.0	21.0	35.1	4.7	12.4	14,417
FRANCIS SCOTT KEY JR	7-9	1,149	19.1	88.8	57.0	3.0	8.3	26.7	23.3	7.0	12.1	11,438
FREDERICK SASSCER JR	7-9	959	20.0	91.5	46.0	2.0	8.2	16.0	16.7	9.1	12.2	13,336
G GARDNER SHUGART JR	7-9	873	18.2	90.7	46.0	2.0	4.9	13.5	27.1	7.3	12.4	11,412
GLENRIDGE JR HIGH	7-9	1,029	18.5	90.6	52.5	3.0	8.3	16.0	28.8	3.7	12.3	12,357
GREENBELT JR HIGH	7-9	1,023	19.3	90.5	50.0	3.0	10.4.	20.3	32.1	7.8	12.5	12,185
GYWNN PARK JR	7-9	949	18.3	92.6	50.0	2.0	6.5	15.5	17.3	7.8	12.0	10,883
HYATTSVILLE JR HIGH	7-9	756	18.4	87.0	39.1	2.0	9.0	22.3	14.8	7.6	12.4	11,835
JAMES MADISON, JR.	7-9	817	19.3	92.1	40.4	2.0	7.9	17.5	35.4	5.3	12.2	12,249
JOHN HANSEN JR HIGH	7-9	1,091	18.6	93.2	55.5	3.0	8.0	17.3	29.9	3.3	12.4	12,855
KENMOOR JUNIOR	7-9	926	18.4	88.6	48.3	2.0	7.7	17.7	20.9	5.3	12.3	12,515

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

PRINCE GEORGE'S COUNTY (BEN D FOULDIS - KENMOOR JR)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

PRINCE GEORGES COUNTY SCHOOL SYSTEM			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
BEN D FOULOIS JR	7	102.3	6.26	6.98	-.72	6.55	6.99	-.44	6.35	7.09	-.74	6.83	7.24	-.41
	9	100.5	7.98	8.33	-.35	8.15	8.27	-.12	8.10	8.31	-.21	8.15	8.43	-.28
BENJAMIN STODDERT JR	7	99.7	6.05	6.70	-.65	5.99	6.73	-.74 *	6.20	6.84	-.64	6.37	6.97	-.60
	9	95.2	7.89	7.72	+.17	7.96	7.65	+.31	7.68	7.79	-.11	7.89	7.86	+.03
BENJAMIN TASKER JR	7	108.8	7.22	7.69	-.47	7.36	7.65	-.29	7.16	7.71	-.55	7.63	7.90	-.27
	9	109.7	9.14	9.40	-.26	9.11	9.34	-.23	8.98	9.23	-.25	9.34	9.42	-.08
BLADENSBURG JR HIGH	7	100.2	6.03	6.76	-.73	6.16	6.78	-.62	6.08	6.88	-.80	6.57	7.02	-.45
	9	99.6	7.37	8.23	-.86	7.50	8.16	-.66 *	7.34	8.22	-.88 *	7.80	8.33	-.53
BUCK LODGE JR HIGH	7	108.6	7.06	7.67	-.61	7.03	7.63	-.60	7.13	7.69	-.56	7.64	7.88	-.24
	9	107.7	8.54	9.16	-.62	8.80	9.10	-.30	8.68	9.03	-.35	9.12	9.20	-.08
CHARLES CARROLL JR	7	101.6	6.62	6.91	-.29	6.48	6.92	-.44	6.56	7.02	-.46	6.92	7.17	-.25
	9	101.2	8.35	8.41	-.06	7.99	8.35	-.36	8.56	8.38	+.18	8.28	8.50	-.22
DWIGHT D EISENHOWER	7	107.4	6.99	7.54	-.55	6.90	7.51	-.61	6.92	7.57	-.65	7.19	7.76	-.57
	9	107.5	9.10	9.14	-.04	9.23	9.08	+.15	8.88	9.01	-.13	9.01	9.18	-.17
EUGENE BURROUGHS JR	7	108.6	7.39	7.67	-.28	7.36	7.63	-.27	7.41	7.69	-.28	7.46	7.88	-.42
	9	110.6	9.10	9.50	-.40	9.11	9.44	-.33	8.95	9.32	-.37	9.31	9.52	-.21
FRANCIS SCOTT KEY JR	7	100.8	6.13	6.82	-.69	6.18	6.84	-.66	6.36	6.94	-.58	6.43	7.08	-.65 *
	9	97.2	7.57	7.95	-.38	7.81	7.88	-.07	8.12	7.99	+.13	8.02	8.07	-.05
FREDERICK SASSCER JR	7	101.3	6.64	6.88	-.24	6.78	6.89	-.11	6.63	6.99	-.36	6.91	7.14	-.23
	9	101.7	7.85	8.47	-.62	7.98	8.41	-.43	7.79	8.43	-.64	8.24	8.56	-.32
G GARDNER SHUGART JR	7	98.4	6.32	6.56	-.24	6.35	6.60	-.25	6.11	6.71	-.60	6.43	6.84	-.41
	9	98.9	7.79	8.14	-.35	7.81	8.08	-.27	7.71	8.16	-.45	7.83	8.25	-.42
GLENRIDGE JR HIGH	7	100.6	6.20	6.80	-.60	6.34	6.82	-.48	6.37	6.92	-.55	6.57	7.06	-.49
	9	101.5	7.91	8.45	-.54	8.01	8.38	-.37	8.02	8.41	-.39	8.16	8.53	-.37
GREENBELT JR HIGH	7	103.3	6.66	7.09	-.43	6.59	7.09	-.50	6.69	7.18	-.49	7.18	7.34	-.16
	9	104.9	8.39	8.84	-.45	8.11	8.78	-.67 *	8.21	8.75	-.54	8.43	8.90	-.47
GWYNN PARK JR	7	98.6	6.34	6.58	-.24	6.42	6.62	-.20	6.25	6.73	-.48	6.65	6.86	-.21
	9	97.8	7.71	8.02	-.31	7.86	7.95	-.09	7.58	8.05	-.47	7.93	8.14	-.21
HYATTSVILLE JR HIGH	7	103.5	6.55	7.11	-.56	6.67	7.11	-.44	6.71	7.20	-.49	7.06	7.36	-.30
	9	103.4	8.62	8.67	-.05	8.70	8.60	+.10	8.94	8.60	+.34	8.66	8.74	-.08
JAMES MADISON, JR.	7	102.9	6.86	7.05	-.19	6.90	7.05	-.15	6.72	7.14	-.42	7.08	7.30	-.22
	9	103.8	7.99	8.71	-.72	8.34	8.65	-.31	8.39	8.64	-.25	8.16	8.78	-.62 *
JOHN HANSEN JR HIGH	7	106.4	6.91	7.43	-.52	7.02	7.41	-.39	6.96	7.48	-.52	7.61	7.66	-.05
	9	108.5	8.64	9.26	-.62	8.90	9.20	-.30	8.63	9.11	-.48	9.13	9.29	-.16
KENMOOR JUNIOR	7	103.4	6.06	7.10	-1.04 *	6.08	7.10	-1.02 *	5.96	7.19	-1.23 *	6.71	7.35	-.64 *
	9	99.8	7.58	8.25	-.67	7.49	8.19	-.70 *	7.62	8.24	-.62	7.77	8.35	-.58

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* SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

PRINCE GEORGE'S COUNTY (KENT JR HIGH - WILLIAM WIRT JR HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
KENT JR HIGH	7-9	849	16.6	89.1	48.0	3.0	7.8	22.0	23.5	5.6	12.4	13,144
LAUREL JR HIGH	7-9	884	19.2	92.0	44.0	2.0	9.4	25.0	28.3	6.4	12.3	11,896
LORD BALTIMORE JR HI	7-9	1,011	18.4	95.8	52.9	2.0	9.0	20.0	29.5	3.2	12.5	14,370
MARTIN LUTHER KING, JR.	7-9	895	18.1	94.3	47.5	2.0	9.6	29.0	30.3	3.8	12.6	13,465
MARY M BETHUNE JUNIOR	7-9	872	18.5	83.7	45.0	2.0	7.2	15.7	25.5	7.7	12.4	12,679
MT RAINIER JR HIGH	7-9	594	16.7	84.3	33.5	2.0	9.9	15.5	22.5	4.9	12.0	9872
NICHOLAS OREM JR HIGH	7-9	704	17.1	92.5	39.1	2.0	8.5	20.7	21.4	3.2	12.4	12,720
OXON HILL JR.	7-9	882	19.8	96.2	42.5	2.0	8.3	25.5	29.2	3.9	12.5	14,672
ROBERT GODDARD JR HIGH	7-9	1,155	19.6	90.5	56.0	3.0	8.9	20.3	22.0	6.8	12.3	12,321
ROGER B TANEY JR HIGH	7-9	1,013	18.6	91.0	51.6	3.0	9.8	20.6	38.8	4.1	12.5	14,305
ROLLINGCREST JR HIGH	7-9	731	19.0	91.1	36.5	2.0	12.2	22.7	33.8	3.8	12.3	10,873
SAMUEL OGLE JR HIGH	7-9	1,277	18.0	95.9	68.0	3.0	9.3	23.0	32.4	3.2	12.7	14,854
SPAULDING JR HIGH	7-9	786	16.9	93.5	44.5	2.0	8.3	13.3	36.5	7.4	12.2	11,870
STEPHEN DECATUR	7-9	730	17.8	95.7	39.0	2.0	10.1	17.5	26.8	3.9	12.3	14,184
SUITLAND JR HIGH	7-9	787	18.9	87.8	39.6	2.0	8.7	18.0	30.3	7.3	12.2	11,231
SURRATTSVILLE JR HIGH	7-9	904	18.1	93.7	48.0	2.0	10.8	11.0	34.0	2.3	12.3	13,920
THOMAS JOHNSON JR	7-9	996	18.2	94.6	51.6	3.0	6.7	17.7	27.5	2.9	12.4	13,753
THOMAS PULLEN JR HIGH	7-9	1,068	18.7	92.5	55.0	2.0	5.8	18.0	21.1	8.5	12.4	13,699
WALKER MILL JUNIOR	7-9	835	17.9	90.8	44.7	2.0	8.0	26.0	30.0	7.2	12.2	11,574
WILLIAM WIRT JR HIGH	7-9	867	18.8	86.3	44.0	2.0	10.9	24.0	23.9	7.0	12.2	10,735

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

PRINCE GEORGES COUNTY SCHOOL SYSTEM			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
KENT JR HIGH	7	102.1	6.36	6.96	-.60	6.63	6.97	-.34	6.67	7.07	-.40	6.93	7.22	-.29
	9	99.2	7.82	8.18	-.36	7.94	8.12	-.18	7.78	8.18	-.40	7.90	8.29	-.39
LAUREL JR HIGH	7	109.2	7.28	7.73	-.45	7.49	7.69	-.20	7.12	7.74	-.62	7.64	7.95	-.31
	9	105.0	8.39	8.85	-.46	8.68	8.79	-.11	8.11	8.76	-.65	9.01	8.91	+.10
LORD BALTIMORE JR HI	7	106.7	7.21	7.46	-.25	7.30	7.44	-.14	7.10	7.51	-.41	7.55	7.69	-.14
	9	108.6	9.16	9.27	-.11	9.22	9.21	+.01	9.13	9.12	+.01	9.41	9.30	+.11
MARTIN L. KING, JR.	7	108.9	7.38	7.70	-.32	7.32	7.66	-.34	7.43	7.72	-.29	7.64	7.91	-.27
	9	112.1	9.24	9.67	-.43	9.29	9.62	-.33	9.33	9.47	-.14	9.55	9.68	-.13
MARY M BETHUNE JR	7	102.2	6.75	6.97	-.22	6.70	6.98	-.28	6.63	7.08	-.45	6.86	7.23	-.37
	9	100.5	8.16	8.33	-.17	8.04	8.27	-.23	7.95	8.31	-.36	8.14	8.43	-.29
MT RAINIER JR HIGH	7	99.3	6.12	6.66	-.54	6.15	6.69	-.54	5.95	6.80	-.85	6.53	6.93	-.40
	9	95.0	7.19	7.69	-.50	7.18	7.63	-.45	7.14	7.77	-.63	7.24	7.83	-.59
NICHOLAS OREM JR HI	7	105.8	6.75	7.36	-.61	6.96	7.35	-.39	7.12	7.42	-.30	7.27	7.60	-.33
	9	108.9	8.88	9.30	-.42	8.80	9.24	-.44	8.93	9.15	-.22	8.92	9.33	-.41
OXON HILL JR.	7	109.1	7.42	7.72	-.30	7.39	7.68	-.29	7.47	7.73	-.26	7.62	7.93	-.31
	9	109.5	9.03	9.37	-.34	9.30	9.31	-.01	8.90	9.21	-.31	9.05	9.40	-.35
ROBERT GODDARD JR HI	7	101.8	6.44	6.93	-.49	6.40	6.94	-.54	6.42	7.04	-.62	6.55	7.19	-.64 *
	9	103.7	8.12	8.70	-.58	8.28	8.64	-.36	8.04	8.63	-.59	8.29	8.77	-.48
ROGER B TANEY JR HI	7	107.9	7.17	7.59	-.42	7.11	7.56	-.45	7.19	7.62	-.43	7.65	7.81	-.16
	9	110.0	9.01	9.43	-.42	8.98	9.37	-.39	8.81	9.26	-.45	9.06	9.45	-.39
ROLLINGCREST JR HIGH	7	102.5	6.57	7.01	-.44	6.50	7.01	-.51	6.60	7.10	-.50	6.91	7.26	-.35
	9	99.1	8.06	8.17	-.11	7.95	8.10	-.15	8.00	8.17	-.17	8.08	8.28	-.20
SAMUEL OGLE JR HIGH	7	112.3	7.61	8.07	-.46	7.59	8.00	-.41	7.71	8.04	-.33	7.90	8.26	-.36
	9	110.8	9.12	9.52	-.40	9.18	9.46	-.28	9.25	9.34	-.09	9.14	9.54	-.40
SPAULDING JR HIGH	7	98.5	6.42	6.57	-.15	6.48	6.61	-.13	6.45	6.72	-.27	6.71	6.85	-.14
	9	101.5	8.01	8.45	-.44	8.00	8.38	-.38	8.16	8.41	-.25	7.98	8.53	-.55
STEPHEN DECATUR	7	105.2	6.98	7.30	-.32	7.02	7.29	-.27	7.22	7.36	-.14	7.00	7.54	-.54
	9	105.4	8.50	8.90	-.40	8.58	8.84	-.26	8.47	8.80	-.33	8.67	8.95	-.28
SUITLAND JR HIGH	7	98.6	6.05	6.58	-.53	6.10	6.62	-.52	6.15	6.73	-.58	6.30	6.86	-.56
	9	96.1	7.44	7.82	-.38	7.53	7.76	-.23	7.60	7.88	-.28	7.90	7.95	-.05
SURRATTSVILLE JR HI	7	102.7	7.06	7.03	+.03	6.95	7.03	-.08	6.97	7.12	-.15	7.21	7.28	-.07
	9	106.8	8.40	9.06	-.66	8.51	9.00	-.49	8.47	8.94	-.47	8.99	9.11	-.12
THOMAS JOHNSON JR	7	107.0	6.61	7.50	-.89	6.80	7.47	-.67	6.84	7.53	-.69	7.32	7.72	-.40
	9	103.2	8.30	8.64	-.34	8.47	8.58	-.11	8.21	8.58	-.37	8.77	8.72	+.05
THOMAS PULLEN JR HI	7	107.8	7.12	7.58	-.46	7.14	7.55	-.41	7.21	7.61	-.40	7.43	7.80	-.37
	9	105.4	8.28	8.90	-.62	8.45	8.84	-.39	8.39	8.80	-.41	8.35	8.95	-.60
WALKER MILL JUNIOR	7	102.2	6.68	6.97	-.29	6.70	6.98	-.28	6.70	7.08	-.38	6.97	7.23	-.26
	9	100.0	8.13	8.27	-.14	7.98	8.21	-.23	8.32	8.26	+.06	8.11	8.37	-.26
WILLIAM WIRT JR HIGH	7	101.4	6.16	6.89	-.73	6.37	6.90	-.53	6.31	7.00	-.69	6.56	7.15	-.59
	9	98.9	7.55	8.14	-.59	7.82	8.08	-.26	7.80	8.16	-.36	8.02	8.25	-.23

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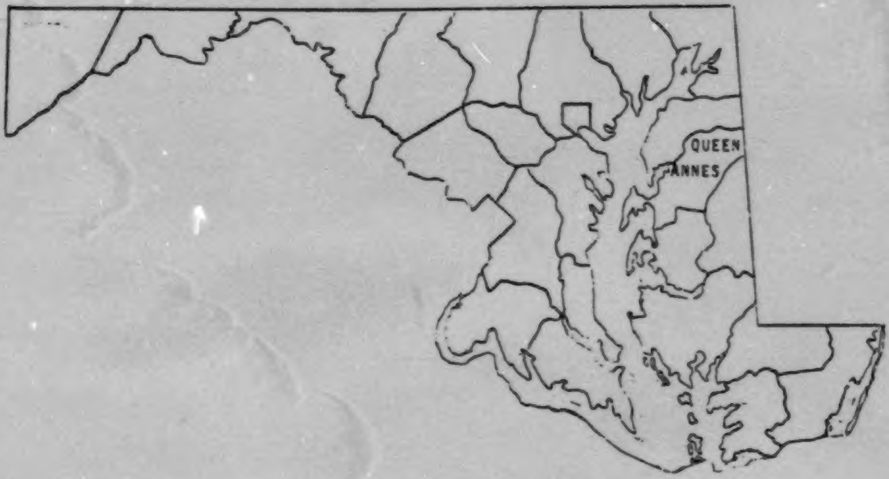
* SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

4.2.18 Queen Anne's County



Introduction

Queen Anne's County is committed both ethically and academically to providing the opportunity for all of its citizens to become capable, independent learners. The assurance that the county is maintaining its educational system within the parameters delineated by this commitment is gained through the continuous evaluation of our educational programs.

Two of the instruments used by Queen Anne's County -- the Iowa Tests of Basic Skills (ITBS) and the Cognitive Abilities Test (CAT) -- are prescribed by the Maryland Accountability Program. This narrative will address itself primarily to the results of this testing program. It is reiterated here that these tests represent only one of a multitude of assessment criteria employed to measure how successful our county has been in attaining its goals and those set forth by the state.

A. Present Status of the Accountability Program

Based upon the statewide goals in reading, writing, and mathematics adopted by the Maryland State Board of Education, Queen Anne's County developed and adopted its systemwide goals in these areas during Year I of the accountability program. These goals were included within the Year I narrative report. The remainder of Year I was spent in the establishment of local school objectives. Each principal worked closely with his or her staff in establishing levels of measurable objectives appropriate for the developmental levels of the children served. The attainment of these objectives would be accepted as evidence that the student has progressed satisfactorily within the goals set by the state/county. Following this intense activity, the objectives developed by each local school were submitted to the central office instructional staff under the direction of the Director of Curriculum and Instruction. This review committee used two basic criteria in determining the acceptability of the objectives developed: Were the objectives stated behaviorally in appropriate format? Were the objectives legitimate for the goal area and the population served? Objectives not meeting these standards of criteria were returned to their authors with appropriate explanations regarding any necessary revisions. At the beginning of Year II, all schools in Queen Anne's County had all of their objectives reviewed and approved. Catalogues of exemplary objectives for each developmental level under each county goal are being developed. One for reading in Grades K-4 has been completed and distributed to all elementary schools within the county. Once completed, all catalogues will be made available to all schools for further study and work.

B. Local Assessment Activities

Currently, the state testing programs require that the following be administered:

- General
  - Grades 3, 5, 7, 9 -- Iowa Tests of Basic Skills
  - Grades 7, 11 -- Maryland Basic Skills Reading
- Early Identification
  - K, 1 -- Parent Interview Checklist
  - Systematic Teacher Observation Instrument
  - Cognitive Skill Assessment Battery
  - Classroom Behavior Inventory

Title I	Pre-Test	Post-Test
K, Metropolitan Readiness	A	F
1, Metropolitan Readiness	F	P-I
2, Metropolitan Readiness	P-I	P-II
3, Metropolitan Readiness	P-II Elem-F	Elem-F Elem-G

- Special Education
  - Intellect limited -- WISC
  - Specific learning disabilities -- Slingerland, language disability; Wepman, pre-reading, auditory discrimination; Detroit Test of Learning Aptitude

County educators are in the process of attempting to determine how these various test results may be best utilized in assessing the attainment of system goals. In addition to these non-related state-required testing programs, our school level objectives are specific enough to allow the school level administrator/teacher to assess the student's ability to perform the required behavior and determine the need for program modification. Further assessment of these school level results will be utilized by curriculum committees operating at the county level to further analyze county programs and recommend any modifications necessary to ensure that each student be provided with the skills necessary to enable him to obtain success within the definition of each objective.

C. Comments on Accountability Assessment Results

Last spring, in compliance with the accountability program and in accordance with the guidelines set forth in the accountability handbook developed by the state, the ITBS and the CAT were administered to students throughout Queen Anne's County in Grades 3, 5, 7, and 9. The student population was different from that tested in Spring 1974; therefore, no legitimate comparison of the academic progress of the baseline population can be made at this time. At the conclusion of the Spring 1976 testing, a comprehensive analysis can be made of curriculum strengths and weaknesses in relation to the student progress with specified goal parameters.

County educators, however, are investigating the difference between the predicted levels of achievement by both populations and their actual achievement. This analysis will be used to make some generalizations concerning program adjustment. For the most part, schools are again scoring within one standard deviation of the state average scores for each subtest. Those scores that are two or more standard deviations from the state average are under investigation to ascertain cause.

D. Program Modification Activities

The results of the Spring 1974-75 ITBS continues to support belief in the stability of the educational system at all levels within Queen Anne's County. While the results of the mathematics scores are not significant in themselves, they do support the recent decision to pilot some new approaches to mathematics within the county. An attempt is being made to provide a curriculum that adequately blends both the understanding found in the "new math" with the skill proficiency found in the "old math." This blend is necessary if students are to achieve competence within the goals set forth by the county and the state for mathematics.

Further analysis of these test results have indicated that minor adjustments in course sequencing will afford students a better opportunity to share progress in achieving county goals as measured by the ITBS. Upon the receipt of the Spring 1976 test results, the county will undertake a comprehensive analysis of all programs in relation to student progress.

E. Unmet Needs for Resources to Permit Improvement of Programs and Services

Queen Anne's is a typical small county with limited financial and human resources. It is, therefore, limited in the amount of time that can be devoted to the development of assessment instruments and still meet the ongoing requirements of running an educational system.

F. General Comments

Goals to be accomplished provide the foundation for any worthwhile instructional program. Beneficial changes in the instructional program may result from the assessment of progress toward those goals. However, it is paramount that assessment supersede the program. It is, therefore, imperative that the state assume leadership in coordinating and limiting state-required assessment instruments and their administration.

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
19,325	$9,491	17.1

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
9.5	10.6

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1974)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
4,643	$10,432	$17,357	8.6	17.2

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
16.0%	18.8	93.8%

C. FINANCIAL CHARACTERISTICS (FOR 1973-1974 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$984.19	$689.68	70.1%	$15.50

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
1.6%	$5.02	0.5%

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* SEE CHAPTER 3, PAGES 60-65, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

QUEEN ANNE'S COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE*

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	318	96.54	5	97.9	15.45	3.24	1.05
	5	392	89.03	4	101.1	14.76	4.96	1.47
	7	398	94.72	3	100.8	14.08	6.73	1.76
	9	473	67.65	1	96.6	14.83	7.95	1.98
(2) READING COMPREHENSION	3	318	96.54	5	97.9	15.45	3.30	1.15
	5	392	89.03	4	101.1	14.76	5.08	1.49
	7	398	94.72	3	100.8	14.08	6.83	1.64
	9	473	67.65	1	96.6	14.83	7.92	2.05
(3) SPELLING	3	318	96.54	5	97.9	15.45	4.10	1.32
	5	392	89.03	4	101.1	14.76	5.44	1.87
	7	398	94.72	3	100.8	14.08	7.09	1.90
	9	473	67.65	1	96.6	14.83	8.29	2.23
(4) CAPITALIZATION	3	318	96.54	5	97.9	15.45	3.97	1.31
	5	392	89.03	4	101.1	14.76	5.49	1.56
	7	398	94.72	3	100.8	14.08	6.98	1.92
	9	473	67.65	1	96.6	14.83	8.07	2.23
(5) PUNCTUATION	3	318	96.54	5	97.9	15.45	4.06	1.43
	5	392	89.03	4	101.1	14.76	5.60	1.63
	7	398	94.72	3	100.8	14.08	6.92	1.93
	9	473	67.65	1	96.6	14.83	7.95	2.15

* SEE CHAPTER 3, PAGES 66-67, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE‡ (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	318	96.54	5	97.9	15.45	3.48	1.33
	5	392	89.03	4	101.1	14.76	5.29	1.67
	7	398	94.72	3	100.8	14.08	6.73	1.79
	9	473	67.65	1	96.6	14.83	7.99	2.24
(7) LANGUAGE TOTAL	3	318	96.54	5	97.9	15.45	3.90	1.17
	5	392	89.03	4	101.1	14.76	5.45	1.48
	7	398	94.72	3	100.8	14.08	6.93	1.62
	9	473	67.65	1	96.6	14.83	8.07	1.88
(8) MATHEMATICAL CONCEPTS	3	318	96.54	5	97.9	15.45	3.45	.92
	5	392	89.03	4	101.1	14.76	5.27	1.23
	7	398	94.72	3	100.8	14.08	6.91	1.55
	9	473	67.65	1	96.6	14.83	8.29	1.86
(9) MATHEMATICAL PROBLEMS	3	318	96.54	5	97.9	15.45	3.33	.96
	5	392	89.03	4	101.1	14.76	5.20	1.31
	7	398	94.72	3	100.8	14.08	6.53	1.61
	9	473	67.65	1	96.6	14.83	8.17	1.93
(10) MATHEMATICAL TOTAL	3	318	96.54	5	97.9	15.45	3.39	.88
	5	392	89.03	4	101.1	14.76	5.23	1.19
	7	398	94.72	3	100.8	14.08	6.72	1.46
	9	473	67.65	1	96.6	14.83	8.23	1.76

‡ SEE CHAPTER 3, PAGES 68-69, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES‡

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975
NONVERBAL ABILITY	3	98.0	97.9
	5	99.1	101.1
	7	99.3	100.8
	9	97.1	96.6
VOCABULARY	3	3.31	3.24
	5	4.88	4.96
	7	6.54	6.73
	9	8.18	7.95
READING COMPREHENSION	3	3.33	3.30
	5	5.18	5.08
	7	6.78	6.83
	9	8.32	7.92
LANGUAGE TOTAL	3	3.80	3.90
	5	5.35	5.45
	7	6.97	6.93
	9	8.26	8.07
MATHEMATICAL TOTAL	3	3.42	3.39
	5	5.21	5.23
	7	6.84	6.72
	9	8.15	8.23

‡ SEE CHAPTER 3, PAGES 70-71, FOR DEFINITION OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD ALSO BE NOTED THAT THE SCORES REPORTED FOR YEAR I AND YEAR II ARE FROM DIFFERENT STUDENT POPULATIONS.

QUEEN ANNE'S COUNTY (CENTREVILLE PRIMARY - QUEEN ANNE'S COUNTY HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANI- ZATION (1)	TOTAL SCHOOL ENROLL- MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN- DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD- VAN- TAGED (10)	MEDIAN EDUCA- TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
CENTREVILLE PRIMARY	K-3	372	20.1	93.2	17.5	1.0	14.2	15.0	8.1	16.8	11.1	8102
CHURCH HILL	K-5	164	16.4	96.2	9.0	1.0	5.6	14.5	20.0	13.4	10.3	7900
GRASONVILLE PRIMARY	K-4	229	17.6	95.7	12.0	1.0	12.0	13.6	7.7	32.6	10.0	6789
KENNARD INTERMEDIATE	4-6	505	18.0	95.6	26.0	2.0	7.7	20.0	10.7	19.4	10.7	7876
KENT ISLAND ELEM	K-4	418	22.6	95.2	17.5	1.0	3.7	23.0	5.4	9.4	10.6	10,458
SUDLERSVILLE ELEM	K-4	348	18.8	95.9	17.5	1.0	9.6	18.0	5.4	17.0	10.3	7209
STEVENSVILLE MIDDLE	5-8	364	18.2	94.9	19.0	1.0	6.3	10.5	25.0	9.4	10.8	10,458
SUDLERSVILLE MIDDLE	5-8	359	18.9	95.5	18.0	1.0	7.3	22.0	10.5	17.5	10.3	7209
CENTERVILLE MIDDLE	7-8	439	18.3	94.7	22.9	1.0	9.1	16.6	16.7	20.1	10.6	7778
QUEEN ANNES COUNTY HIGH	9-12	1,445	18.9	90.7	73.5	3.0	10.9	18.8	35.3	17.1	10.5	8209

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

QUEEN ANNE'S COUNTY (CENTREVILLE PRIMARY - QUEEN ANNE'S COUNTY HIGH)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES‡

QUEEN ANNES COUNTY SCHOOL SYSTEM			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
CENTREVILLE PRIMARY	3	98.1	3.25	3.41	-.16	3.31	3.47	-.16	3.86	3.86	+.00	3.27	3.50	-.23
CHURCH HILL ELEM	3 5	102.3 95.3	3.84 4.72	3.68 4.70	+.16 +.02	3.91 5.01	3.75 4.77	+.16 +.24	4.52 5.55	4.13 5.01	+.39 +.54	3.88 5.33	3.75 5.01	+.13 +.32
GRASONVILLE PRIMARY	3	97.2	2.71	3.35	-.64 *	2.81	3.41	-.60 *	3.73	3.80	-.07	3.27	3.45	-.18
KENNARD INTERMEDIATE	5	101.6	4.98	5.26	-.28	5.20	5.30	-.10	5.69	5.54	+.15	5.20	5.51	-.31
KENT ISLAND ELEM	3	96.6	3.45	3.32	+.13	3.43	3.37	+.06	3.94	3.76	+.18	3.50	3.41	+.09
SUDLERSVILLE ELEM	3	97.9	3.15	3.40	-.25	3.24	3.46	-.22	3.83	3.84	-.01	3.35	3.49	-.14
STEVENSVILLE MIDDLE	5 7	99.8 101.1	4.97 7.22	5.10 6.85	-.13 +.37	4.95 7.21	5.15 6.87	-.20 +.34	5.05 6.91	5.39 6.97	-.34 -.06	5.19 7.11	5.37 7.12	-.18 -.01
SUDLERSVILLE MIDDLE	5 7	104.0 100.0	4.97 6.74	5.47 6.73	-.50 +.01	5.01 6.90	5.50 6.76	-.49 +.14	5.45 7.26	5.74 6.87	-.29 +.39	5.32 6.97	5.70 7.00	-.38 -.03
CENTREVILLE MIDDLE	7	101.0	6.56	6.84	-.28	6.67	6.86	-.19	6.82	6.96	-.14	6.50	7.11	-.61
QUEEN ANNES CO HIGH	9	96.6	7.95	7.88	+.07	7.92	7.81	+.11	8.07	7.93	+.14	8.23	8.01	+.22

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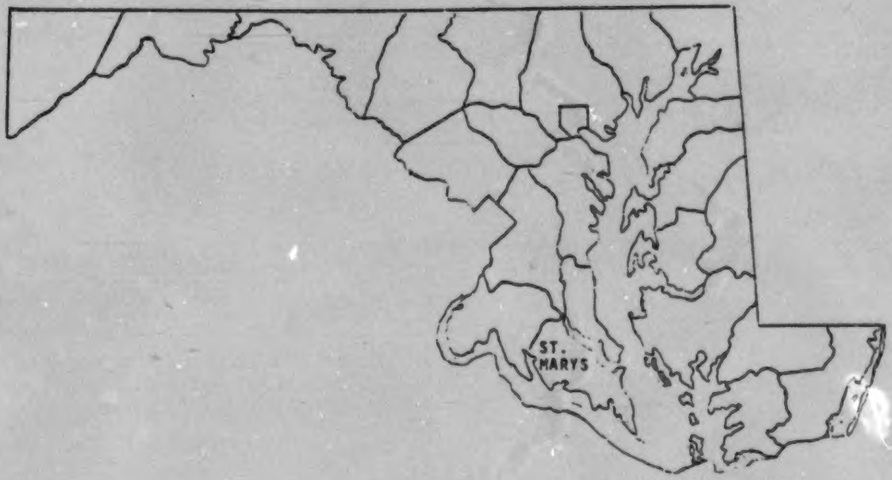
‡ SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

4.2.19 St. Mary's County



A. Present Status of the Accountability Program

The primary emphasis of the accountability effort in St. Mary's County over the past two years has been in the area of developing program goals and objectives. This effort began in the spring of 1974 with the establishment of a local Accountability Task Force chaired by the Director of Instruction and consisting of instructional supervisors and the Coordinator of Accountability. In order to comply with the State Board of Education's plan to implement the accountability law, the task force established a timetable of activities that began in September 1974 and concluded with the submission of final drafts of school objectives to the task force in April 1975. All schools in the county complied with the schedule outlined in the timetable. Each school principal decided how to best approach the objective writing task. However, in the larger schools, committees were generally selected and reported periodically to the total staff. In the smaller schools individual teachers usually wrote objectives in each of the three skill areas for the grade level that they taught. All teachers in the system were involved, to some degree, in the objective writing process.

In order to assist school staffs, the Accountability Task Force published a catalog of example school objectives in October 1974 and established guidelines for the objectives to be submitted by school committees. Members of the task force met with school faculties and committees during the Fall and Winter to discuss the catalog and guidelines and to review and react to drafts of school objectives. As a result of this process, the objectives for reading, writing, and mathematics in all schools conform to the guidelines established by the task force and reflect realistic objectives for each school in St. Mary's County.

A good example of the process used by larger elementary schools in selecting and writing objectives is that employed at the Piney Point Elementary School. At this school, teachers who worked on the catalog of example objectives were asked by the principal to serve as chairpersons of the three school committees. The remaining members of the school faculty were then asked to serve on one of the three committees during the school year. In late September, the committees met and reviewed the catalog of example objectives in the light of available assessment information about the student population of Piney Point. As a result of this review, a decision was made concerning the appropriateness of the catalog objectives. In some instances, for example, the proposed objectives were rewritten to reference grade level other than that proposed in the catalog.

Following this activity, a format was agreed upon for listing the school level objectives. The three committees then selected or wrote objectives, addressing each of the county goals for reading, writing, and mathematics.

After the objectives had been drafted, committee chairpersons met with the principal to determine whether or not county goals had been adequately addressed. Since this analysis suggested that some of the county goals did not have a sufficient number of corresponding school objectives, the committees met and revised the objectives as necessary. This revised version was then submitted to the entire faculty for further review. In February, the school's objectives were submitted to the system Accountability Task Force for review. The objectives were returned to the school with comments and suggestions and the final draft, incorporating the suggestions of the task force, was submitted in April 1975.

B. Local Assessment Activities

In addition to the tests administered as part of the accountability effort, St. Mary's County uses a variety of standardized and locally developed assessment instruments to evaluate student readiness and progress in four countywide programs. These programs and the assessment instruments used include:

- A school readiness and reading readiness testing program for entering first grade students. The instruments used in this program are the Lee-Clark Reading Readiness Test and the Metropolitan Readiness Test.
- An Early Identification Program to identify and provide immediate program modification for students in kindergarten and first grade who have a learning disability. Two screening instruments are used for all students entering kindergarten or first grade as a part of this program -- the Parent Interview Checklist and the Maryland Systematic Observation Instrument.
- A Title I program for educationally deprived students attending 10 public and three private elementary schools. Students involved in this program are administered appropriate levels of the reading subtests of the Stanford Achievement Test Battery as pre- and post-measures of reading achievement.
- The St. Mary's County Reading Skills Test, a locally developed test administered twice yearly to selected students in Grades K-5. This instrument serves as both a diagnostic test and a mastery test, measuring a student's attainment of skills in five areas -- vocabulary, comprehension, oral expression, word attack skills, and perceptive skills.
- A countywide program to evaluate the effectiveness of the middle school years and to provide current test information for placement of students in high school programs. As part of this program, a number of subtests of Form 6 of the Iowa Tests of Basic Skills (ITBS) are administered to eighth grade students in the spring of each year.

C. Comments on Accountability Assessment Results

The average scores reported on the following pages, while computed on a different student population, are quite similar to those reported in the 1974 report. In most instances, the achievement scores vary a month or less and the SAS scores vary about one point. These similarities seem to reflect a similar student population in those grades tested.

While there has been considerable emphasis in St. Mary's County on the various skills measured by the ITBS, and on program development and modification in reading, writing, and mathematics, these emphases do not appear to have had a significant impact on the test scores reported the second year. A similar picture is found in statewide scores, suggesting that the ITBS may not be sensitive to the kinds of changes that are being made in St. Mary's County and other subdivisions across the state.

D. Program Modification Activities

Program modification activities in St. Mary's County have been confined primarily to the subject areas of reading, writing, and mathematics. Each school's staff, under the principal's direction, has completed an analysis of the accountability assessment information from both the 1974 and 1975 tests. From this analysis, program changes and emphases have been and are being implemented to meet the particular needs of the students in each school.

E. Unmet Needs for Resources to Permit Improvement of Programs and Services

The specific needs identified on pages 4-419 and 4-420 of the Maryland Accountability Program Report -- School Year 1973-1974 included:

- Funds to provide for 12-month employment of all or most teachers. This additional time would be used to write objectives, plan programs, and carry out a continuing review and and re-evaluation of the program.

- Funds to provide a full-time staff in the areas of research, evaluation, and accountability.

- Funds to pay substitutes, and to provide travel expenses for teachers and administrators to visit exemplary schools identified by the assessment component of the accountability program.

- Funds to pay teachers, students, and parents as participants in workshops designed to aid schools in carrying out the six steps required in the accountability legislation.

These needs could all be subsumed under a general need for funds to accomplish the mandate of the accountability legislation. Until accountability gains higher priority in both local and state budgets, these and other similar needs will not be adequately addressed.

ST. MARY'S COUNTY

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
49,229	$9,871	18.8

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.1	12.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1974)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
12,079	$10,229	$16,877	8.9	17.8

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
19.9%	19.3	94.0%

C. FINANCIAL CHARACTERISTICS (FOR 1973-1974 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$922.74	$644.06	70.0%	$24.39

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.6%	$10.13	1.1%

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‡ SEE CHAPTER 3, PAGES 60-65, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

ST. MARY'S COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE*

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	907	95.81	16	95.9	15.88	3.16	1.08
	5	1027	96.30	16	99.1	16.44	5.02	1.57
	7	967	96.48	4	100.2	16.31	6.50	1.87
	9	1045	82.01	2	99.3	17.23	7.82	2.20
(2) READING COMPREHENSION	3	907	95.59	16	95.9	15.88	3.29	1.16
	5	1027	95.81	16	99.1	16.44	5.12	1.52
	7	967	95.45	4	100.2	16.31	6.76	1.67
	9	1045	82.78	2	99.3	17.23	7.97	1.98
(3) SPELLING	3	907	94.82	16	95.9	15.88	3.76	1.32
	5	1027	95.91	16	99.1	16.44	5.30	1.77
	7	967	96.69	4	100.2	16.31	6.61	2.01
	9	1045	82.39	2	99.3	17.23	7.76	2.43
(4) CAPITALIZATION	3	907	95.92	16	95.9	15.88	3.55	1.24
	5	1027	96.30	16	99.1	16.44	5.37	1.60
	7	967	96.38	4	100.2	16.31	6.50	1.94
	9	1045	82.30	2	99.3	17.23	7.71	2.41
(5) PUNCTUATION	3	907	95.92	16	95.9	15.88	3.67	1.36
	5	1027	96.11	16	99.1	16.44	5.35	1.57
	7	967	96.38	4	100.2	16.31	6.33	1.95
	9	1045	82.49	2	99.3	17.23	7.56	2.36

* SEE CHAPTER 3, PAGES 66-67, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE‡ (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	907	95.59	16	95.9	15.88	3.48	1.27
	5	1027	96.20	16	99.1	16.44	5.25	1.74
	7	967	95.76	4	100.2	16.31	6.80	1.97
	9	1045	84.11	2	99.3	17.23	7.82	2.24
(7) LANGUAGE TOTAL	3	907	96.25	16	95.9	15.88	3.63	1.14
	5	1027	96.69	16	99.1	16.44	5.33	1.44
	7	967	97.10	4	100.2	16.31	6.56	1.70
	9	1045	85.07	2	99.3	17.23	7.72	2.11
(8) MATHEMATICAL CONCEPTS	3	907	96.47	16	95.9	15.88	3.31	.98
	5	1027	96.30	16	99.1	16.44	5.39	1.36
	7	967	95.24	4	100.2	16.31	6.86	1.55
	9	1045	83.06	2	99.3	17.23	8.31	1.90
(9) MATHEMATICAL PROBLEMS	3	907	96.03	16	95.9	15.88	3.33	1.04
	5	1027	96.30	16	99.1	16.44	5.27	1.35
	7	967	96.17	4	100.2	16.31	6.49	1.65
	9	1045	83.35	2	99.3	17.23	8.06	1.98
(10) MATHEMATICAL TOTAL	3	907	96.47	16	95.9	15.88	3.34	.95
	5	1027	96.30	16	99.1	16.44	5.36	1.27
	7	967	96.28	4	100.2	16.31	6.73	1.48
	9	1045	83.44	2	99.3	17.23	8.21	1.84

‡ SEE CHAPTER 3, PAGES 68-69, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

ST. MARY'S COUNTY

TABLE 24. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES*

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975
NONVERBAL ABILITY	3	98.7	95.9
	5	100.3	99.1
	7	100.9	100.2
	9	98.6	99.3
VOCABULARY	3	3.29	3.16
	5	5.14	5.02
	7	6.47	6.50
	9	7.82	7.82
READING COMPREHENSION	3	3.38	3.29
	5	5.26	5.12
	7	6.75	6.76
	9	8.01	7.97
LANGUAGE TOTAL	3	3.73	3.63
	5	5.37	5.33
	7	6.61	6.56
	9	7.77	7.72
MATHEMATICAL TOTAL	3	3.46	3.34
	5	5.47	5.36
	7	6.98	6.73
	9	8.15	8.21

* SEE CHAPTER 3, PAGES 70-71, FOR DEFINITION OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD ALSO BE NOTED THAT THE SCORES REPORTED FOR YEAR I AND YEAR II ARE FROM DIFFERENT STUDENT POPULATIONS.

ST. MARY'S COUNTY (BANNEKER - GREAT MILLS SR HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
BANNEKER	K-5	460	20.3	95.7	21.7	1.0	7.3	39.0	12.5	20.0	12.0	8492
DYNARD	PRE 2-5	296	18.8	96.2	15.7	0.0	8.5	0.0	2.1	0.0	10.5	6862
FRANK KNOX	K-5	484	25.1	95.9	18.3	1.0	9.6	15.0	11.8	5.3	12.3	8249
GEORGE W CARVER	K-5	289	20.9	95.6	12.8	1.0	6.1	7.0	25.3	25.7	NA	NA
GREAT MILLS	1-5	168	20.3	94.6	7.3	1.0	17.3	6.0	48.3	18.9	12.2	8569
GREENVIEW KNOLLS	K-5	556	24.7	95.5	21.5	1.0	16.5	13.8	18.5	11.2	12.2	8213
HOLLYWOOD	K-5	219	21.1	96.1	9.4	1.0	11.1	17.0	23.1	15.5	11.6	8206
LEXINGTON PARK	K-5	418	21.7	95.9	18.3	1.0	9.1	31.0	13.0	4.9	12.3	8249
MECHANICSVILLE	PRE K-5	400	21.7	95.3	16.4	2.0	5.1	8.5	5.4	28.8	10.7	8003
OAKVILLE	1-5	275	22.5	96.7	11.2	1.0	4.9	8.0	16.3	18.2	11.4	8245
PARKHALL	PRE K-5	422	20.5	94.8	19.5	1.0	5.1	10.0	12.2	16.3	12.1	8220
PINEY POINT	PRE K-5	486	22.1	97.0	21.0	1.0	7.3	12.0	16.7	16.5	12.1	9244
RIDGE	K-5	243	17.9	95.3	12.6	1.0	9.2	30.0	22.1	19.6	12.0	8194
TOWN CREEK	K-5	324	22.9	96.7	13.1	1.0	11.8	10.0	31.7	10.0	12.3	8248
WHITE MARSH	K-5	325	23.3	95.8	12.9	1.0	6.1	46.0	14.3	26.6	10.8	8227
ESPERANZA	6-8	715	17.0	94.4	39.5	2.5	7.7	12.4	23.8	16.0	12.2	8549
LEONARDTOWN	K-8	834	20.4	95.8	38.9	2.0	11.8	21.3	14.7	15.7	12.1	8965
MARGARET BRENT JR HIGH	6-8	827	18.4	93.6	42.5	2.5	8.1	25.4	15.5	29.2	10.9	7626
SPRING RIDGE MIDDLE	6-8	896	18.9	94.8	44.8	2.5	6.5	17.9	12.7	13.9	NA	NA
CHOPTICON SR HIGH	9-12	1,577	21.3	88.9	69.8	4.0	7.9	16.5	21.7	26.8	11.6	8154
GREAT MILLS SR HIGH	9-12	1,540	20.0	92.0	72.8	4.0	8.0	15.9	26.0	18.4	12.2	8355

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‡ SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

ST. MARY'S COUNTY (BANNEKER - GREAT MILLS SR HIGH)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

ST MARYS COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
BANNEKER	3	96,5	3.10	3.31	-.21	3.30	3.36	-.06	3.40	3.75	-.35	3.30	3.41	-.11
	5	97,2	4.80	4.87	-.07	5.00	4.93	+.07	5.30	5.17	+.13	5.20	5.16	+.04
DYNARD	3	87,5	2.80	2.73	+.07	3.10	2.76	+.34	3.40	3.15	+.25	3.00	2.89	+.11
	5	93,7	4.70	4.56	+.14	4.90	4.63	+.27	5.30	4.88	+.42	5.10	4.88	+.22
FRANK KNOX	3	95,9	3.10	3.27	-.17	3.20	3.32	-.12	3.40	3.71	-.31	3.30	3.37	-.07
	5	104,6	5.10	5.53	-.43	4.90	5.55	-.65 *	5.40	5.79	-.39	5.60	5.75	-.15
GEORGE W CARVER	3	99,3	3.50	3.49	+.01	3.50	3.55	-.05	3.90	3.94	-.04	3.40	3.57	-.17
	5	102,7	5.20	5.36	-.16	5.50	5.39	+.11	5.70	5.63	+.07	5.90	5.60	+.30
GREAT MILLS	3	100,1	3.50	3.55	-.05	3.40	3.61	-.21	3.80	4.00	-.20	3.50	3.62	-.12
	5	95,5	4.60	4.72	-.12	4.60	4.78	-.18	5.10	5.03	+.07	5.30	5.03	+.27
GREENVIEW KNOLLS	3	97,2	3.30	3.35	-.05	3.30	3.41	-.11	3.70	3.80	-.10	3.40	3.45	-.05
	5	101,2	5.40	5.23	+.17	5.50	5.27	+.23	5.30	5.50	-.20	5.50	5.48	+.02
HOLLYWOOD	3	100,0	3.20	3.54	-.34	3.30	3.60	-.30	3.50	3.98	-.48	3.30	3.61	-.31
	5	103,3	4.70	5.41	-.71	5.20	5.44	-.24	5.30	5.68	-.38	5.60	5.65	-.05
LEXINGTON PARK	3	98,1	3.50	3.41	+.09	3.60	3.47	+.13	3.90	3.86	+.04	3.60	3.50	+.10
	5	102,7	5.80	5.36	+.44	5.80	5.39	+.41	5.80	5.63	+.17	5.90	5.60	+.30
MECHANICSVILLE	3	96,1	3.10	3.28	-.18	3.30	3.34	-.04	3.70	3.72	-.02	3.40	3.39	+.01
	5	96,2	4.80	4.78	+.02	4.90	4.84	+.06	5.10	5.09	+.01	4.90	5.08	-.18
OAKVILLE	3	89,7	2.80	2.87	-.07	3.00	2.91	+.09	3.20	3.30	-.10	3.20	3.02	+.18
	5	94,0	4.70	4.59	+.11	4.80	4.66	+.14	4.90	4.90	+.00	5.00	4.91	+.09
PARKHALL	3	94,0	3.30	3.15	+.15	3.10	3.20	-.10	3.90	3.58	+.32	3.30	3.26	+.04
	5	102,3	4.50	5.32	-.82 *	4.70	5.36	-.66 *	5.60	5.60	+.00	5.20	5.57	-.37
PINEY POINT	3	93,0	3.00	3.08	-.08	3.10	3.13	-.03	3.60	3.52	+.08	3.20	3.21	-.01
	5	98,2	5.00	4.96	+.04	5.20	5.01	+.19	5.30	5.25	+.05	5.10	5.24	-.14
RIDGE	3	97,8	3.40	3.39	+.01	3.40	3.45	-.05	3.90	3.84	+.06	3.40	3.48	-.08
	5	95,5	4.30	4.72	-.42	4.40	4.78	-.38	4.90	5.03	-.13	4.90	5.03	-.13
TOWN CREEK	3	103,7	3.50	3.77	-.27	3.70	3.85	-.15	3.90	4.23	-.33	3.60	3.83	-.23
	5	102,9	5.90	5.38	+.52	5.80	5.41	+.39	5.90	5.65	+.25	5.80	5.62	+.18
WHITE MARSH	3	97,4	2.90	3.37	-.47	3.10	3.42	-.32	3.70	3.81	-.11	3.40	3.46	-.06
	5	95,9	5.00	4.76	+.24	5.00	4.82	+.18	5.20	5.06	+.14	5.30	5.06	+.24
ESPERANZA	7	103,9	6.90	7.16	-.26	7.20	7.15	+.05	6.80	7.24	-.44	7.22	7.40	-.18
LEONARDTOWN	3	97,2	3.19	3.35	-.16	3.50	3.41	+.09	3.60	3.80	-.20	3.40	3.45	-.05
	5	99,3	4.90	5.06	-.16	5.00	5.11	-.11	5.20	5.35	-.15	5.40	5.33	+.07
	7	102,7	6.90	7.03	-.13	6.80	7.03	-.23	7.10	7.12	-.02	7.10	7.28	-.18
MARGARET BRENT JR HI	7	95,7	5.90	6.27	-.37	6.30	6.33	-.03	6.10	6.46	-.36	6.20	6.56	-.36
SPRING RIDGE MIDDLE	7	100.0	6.50	6.73	-.23	6.80	6.76	+.04	6.50	6.87	-.37	6.60	7.00	-.40
CHOPTICON SR HIGH	9	97,6	7.30	7.99	-.69	7.60	7.93	-.33	7.40	8.03	-.63	8.00	8.11	-.11
GREAT MILLS SR HIGH	9	100,8	8.30	8.36	-.06	8.30	8.30	+.00	8.00	8.34	-.34	8.40	8.46	-.06

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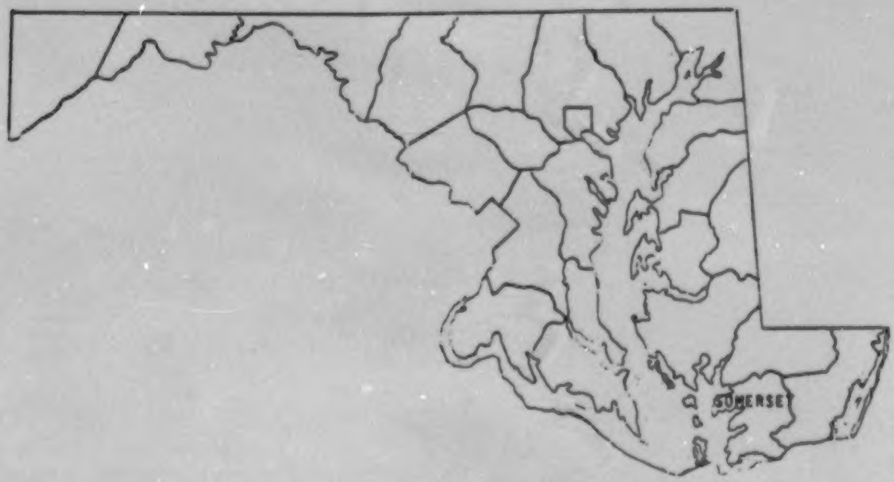
* SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

4.2.20 Somerset County



A. Present Status of the Accountability Program

The system goals and objectives for reading, writing, and mathematics were developed during the 1974-75 school year by a committee appointed in each of the three skill areas. The committees' members consisted of teachers, school administrators, and instructional supervisors who completed the system goals and objectives under the direction of the Local Coordinator for Accountability. These goals and objectives were approved by the Local Superintendent and the Maryland State Department of Education; and appear in the Maryland Accountability Program Report, 1973-74.

Principals and instructional supervisors met with the Local Coordinator to discuss the development of school goals and objectives in August 1974. Procedures for accomplishing this task were suggested. Orientation sessions for teachers were held at the school level, and by October each faculty had been divided into three committees -- one for reading, one for writing, and one for mathematics. The committees at each school reported to the entire faculty approximately once a month to review and revise the goals and objectives that had been developed. A member of the Local Coordinator's team was present at these sessions.

Rough drafts from every school were reviewed by the Local Coordinator for Accountability and by central office personnel. Each principal had a followup conference with the Local Coordinator to discuss suggestions for improvement and revision. Supervisors were assigned to assist individual committees who needed or requested help. Finalized versions of school goals and objectives were reviewed by the Local Coordinator and his team members before they were accepted and forwarded to the State Department of Education. Copies of these can be found at the Somerset County Board of Education.

The goal/objective setting process was exemplary in that, where there are two elementary schools in the same community, these schools held several interschool meetings to share their ideas and concerns in order to try to better meet the needs of the children in that community. The faculties from small schools in our rural areas also had some interschool sessions with the faculties of schools in the larger communities. The meetings gave the teachers in the small, rural schools the opportunity to exchange ideas with a larger number of teachers. On the secondary level, the goal/objective setting process was exemplary in that all teachers, not just teachers in language skills and mathematics, were involved in the development of goals and objectives. Because all members of a school's faculty were involved in writing objectives for reading, writing, and mathematics, teachers became more aware of the fact that every teacher is responsible for teaching skills that will increase student proficiency in the areas of reading, writing, and mathematics.

B. Local Assessment Activities

All 16 schools in Somerset County have developed school level goals and objectives for reading, writing, and mathematics. Fifteen of these schools' goals and objectives are in conformity with and are consistent with the statewide and system goals and objectives. However, one of the 15 schools, Washington High School, has not been included in the state's Accountability Testing Program because its student population includes only Grades 10-12.

Other standardized testing is also being conducted in the county. The 1970 edition of the California Achievement Test (CAT), Level 5, is administered to some students under the Elementary and Secondary Education Act (ESEA), Title III project. The Board of Education provides for the administration of the Short Form Test of Academic Aptitude (SFTAA) to all eleventh graders in this school. The CAT is also taken by students in Grades 10-12 at Crisfield High School, and the SFTAA is taken by its eleventh graders. The ESEA, Title IV project administers the Stanford Achievement Test to students in Grades 4-9 involved in program activities. The ESEA, Title I project gives the Cooperative Pre-School Inventory to kindergarten children, the Metropolitan Readiness Test to first graders, and the Metropolitan Achievement Test to second and third graders. All of these test results are used to supplement the information obtained through the state's accountability testing results and to give additional insight into the areas of student strengths and weaknesses.

Sarah Peyton School is the 16th school in the county. It has not been included in the state's accountability program because it is a school for trainable mentally retarded children. However, this school has written goals and objectives suitable for its student body, and each student is given an individual evaluation at the beginning and end of the school year.

C. Comments on Accountability Assessment Results

The state's accountability assessment testing results are encouraging for the efforts expended seem to have produced significant gains in some areas. In nearly all skill areas, the average grade equivalence has shown an increase. With the exception of a couple of very small, rural schools, Somerset County's scores show a plus difference when compared with the Maryland norm.

The skill areas of spelling, punctuation, and capitalization show marked increases. However, the skill area of mathematics, even though showing an increase, needs attention. While encouraged by these results, county educators remain concerned in that most skill areas in Grades 7 and 9 do not reach the national norms. More inservice programs and emphasis on basic skills will be stressed in hopes that Somerset County will attain the desired results for its students.

D. Program Modification Activities

At the beginning of the past school year, teachers, building administrators, and supervisors studied the students' predicted grade equivalent scores in relation to their obtained grade equivalent scores. Each school used this data to plan revisions in instruction and curriculum. These plans were implemented during the school term in an attempt to increase obtained grade equivalent scores. Similar study and revision sessions will take place this year in order to improve progress in this area.

This year, the Somerset County Board of Education inaugurated a pilot program in mathematics in one elementary school. This mathematics program is based on criterion-referenced testing and provides for individualization of instruction. If the state's accountability testing results for 1976 indicate growth in the area of math skills for the children exposed to the program, it will be included in the curriculum of the other elementary schools.

Somerset County has a number of Federally funded programs that have attempted to improve the basic skills of children and have provided inservice training for teachers on all levels to help them become more proficient in the teaching of basic skills. While these programs were in effect before the state's accountability assessment program began, there have been modifications in them due to the state's assessment results and the projects' evaluation data. For example, the Elementary and Secondary Education Act (ESEA), Title I program for Grades K-3 has hired a resource teacher for each Title I school to work with small groups of students who have deficiencies in math or reading; the ESEA, Title IV project has resource teachers and paraprofessionals who do the same type of remedial work with students in Grades 4-8; and the ESEA, Title III project has provided the high schools with study skills specialists who work with teachers to help them incorporate reading skills into their content areas, and this year has hired remedial reading teachers for each high school.

One of the major effects of the assessment results has been the increased awareness of the importance of teaching basic skills on all levels. Another outcome has been the recognition of the need to ascertain a child's instructional level before placement. These results are evidenced in the following ways by a greater number of teachers seeking assistance in these areas from supervisory personnel; by the willingness of teachers to attend inservice sessions dealing with the teaching of basic skills and individualization of instruction; and, by the increase in the number of requests for materials on a variety of levels.

E. Unmet Needs for Resources to Permit Improvement of Programs and Services

Most classes in the county contain some children in the special education category. Small, rural counties such as Somerset do not have the financial resources to maintain special classes for those children who are educable retarded, or who have learning disabilities, and cannot meet the special needs of these children by having them in regular classrooms. Until state funding is made available to all sections of the State of Maryland, the educational progress of these children will remain hindered.

All phases of the educational programs are limited when small counties with low assessable tax bases are unable to provide the personnel, materials, and facilities necessary for both remedial and regular academic opportunities. These counties need additional help from the state.

F. General Comments

Somerset County's school population of 4,420 comes from homes located in small communities and rural areas. According to Table 1. System Level -- Community and Public School Resources Profile, 30.2 percent of the school age children are classified as disadvantaged. This factor must be taken into consideration when assessing the evaluation of the county and determining its needs.

Within its resources, Somerset County is making continued efforts to improve basic skills as well as to make instruction more meaningful and relevant to the learner. The results of the second year of testing show progress over the previous year. This is encouraging, although there is still some concern about individual and class performances when compared with the national norms.

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
18,913	$6,832	30.2

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
9.0	9.6

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1974)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
4,420	$9,255	$12,754	8.9	21.3

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
13.1%	19.6	93.2%

C. FINANCIAL CHARACTERISTICS (FOR 1973-1974 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$921.05	$655.22	71.1%	$33.13

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
3.6%	$6.81	0.7%

* SEE CHAPTER 3, PAGES 60-65, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

SOMERSET COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE‡

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	300	99.00	9	95.3	16.51	3.50	1.06
	5	368	95.11	9	93.4	14.09	5.09	1.30
	7	431	93.04	5	92.1	16.46	6.09	1.77
	9	373	86.60	3	94.8	15.72	7.75	1.88
(2) READING COMPREHENSION	3	300	99.00	9	95.3	16.51	3.62	1.21
	5	368	95.11	9	93.4	14.09	5.14	1.30
	7	431	93.04	5	92.1	16.46	6.35	1.63
	9	373	86.60	3	94.8	15.72	8.05	1.74
(3) SPELLING	3	300	99.00	9	95.3	16.51	4.27	1.34
	5	368	95.11	9	93.4	14.09	5.80	1.66
	7	431	93.04	5	92.1	16.46	6.55	1.98
	9	373	86.60	3	94.8	15.72	8.44	2.19
(4) CAPITALIZATION	3	300	99.00	9	95.3	16.51	4.00	1.30
	5	368	95.11	9	93.4	14.09	5.01	1.51
	7	431	93.04	5	92.1	16.46	5.96	1.75
	9	373	86.60	3	94.8	15.72	8.39	2.21
(5) PUNCTUATION	3	300	99.00	9	95.3	16.51	4.17	1.45
	5	368	95.11	9	93.4	14.09	5.37	1.44
	7	431	93.04	5	92.1	16.46	6.01	1.86
	9	373	86.60	3	94.8	15.72	7.95	2.15

‡ SEE CHAPTER 3, PAGES 66-67, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE‡ (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	300	99.00	9	95.3	16.51	3.78	1.35
	5	368	95.11	9	93.4	14.09	4.96	1.45
	7	431	93.04	5	92.1	16.46	6.24	1.87
	9	373	86.60	3	94.8	15.72	7.91	2.06
(7) LANGUAGE TOTAL	3	300	99.00	9	95.3	16.51	4.06	1.19
	5	368	95.11	9	93.4	14.09	5.28	1.28
	7	431	93.04	5	92.1	16.46	6.19	1.59
	9	373	86.60	3	94.8	15.72	8.17	1.87
(8) MATHEMATICAL CONCEPTS	3	300	99.00	9	95.3	16.51	3.42	.96
	5	368	95.11	9	93.4	14.09	5.09	1.24
	7	431	93.04	5	92.1	16.46	6.49	1.46
	9	373	86.60	3	94.8	15.72	7.92	1.76
(9) MATHEMATICAL PROBLEMS	3	300	99.00	9	95.3	16.51	3.51	1.02
	5	368	95.11	9	93.4	14.09	5.19	1.19
	7	431	93.04	5	92.1	16.46	6.26	1.56
	9	373	86.60	3	94.8	15.72	7.95	1.87
(10) MATHEMATICAL TOTAL	3	300	99.00	9	95.3	16.51	3.47	.93
	5	368	95.11	9	93.4	14.09	5.14	1.12
	7	431	93.04	5	92.1	16.46	6.37	1.39
	9	373	86.60	3	94.8	15.72	7.94	1.67

‡ SEE CHAPTER 3, PAGES 68-69, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

SOMERSET COUNTY

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES*

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975
NONVERBAL ABILITY	3	92.7	95.3
	5	91.6	93.4
	7	90.2	92.1
	9	93.4	94.8
VOCABULARY	3	3.17	3.50
	5	4.81	5.09
	7	6.18	6.09
	9	7.72	7.75
READING COMPREHENSION	3	3.33	3.62
	5	4.98	5.14
	7	6.31	6.35
	9	7.78	8.05
LANGUAGE TOTAL	3	3.69	4.06
	5	5.16	5.28
	7	6.34	6.19
	9	8.06	8.17
MATHEMATICAL TOTAL	3	3.28	3.47
	5	4.98	5.14
	7	6.45	6.37
	9	7.80	7.94

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* SEE CHAPTER 3, PAGES 70-71, FOR DEFINITION OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD ALSO BE NOTED THAT THE SCORES REPORTED FOR YEAR I AND YEAR II ARE FROM DIFFERENT STUDENT POPULATIONS.

SOMERSET COUNTY (CRISFIELD 1 - SOMERSET JR)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SOMERSET 1

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
CRISFIELD 1	PRE K-5	355	24.5	95.0	13.5	1.0	12.7	18.0	6.9	28.5	9.2	5662
CRISFIELD 3	1-5	211	21.1	96.0	9.0	1.0	16.1	23.5	10.0	31.3	9.2	5662
GREENWOOD	4-6	336	24.9	95.5	12.5	1.0	9.2	20.0	29.6	19.8	10.6	7835
MT VERNON 1	1-3	47	23.5	96.8	1.0	1.0	1.5	21.5	0.0	11.3	9.1	7063
MT VERNON 2	K, 4-6	57	19.0	95.0	2.0	1.0	4.5	16.9	0.0	12.7	9.1	7063
PRINCESS ANNE	K-3	340	26.1	94.8	12.0	1.0	15.4	31.0	7.7	22.0	10.6	7835
TYLERTON	1-6	21	21.0	98.0	1.0	0.0	1.0	0.0	0.0	48.1	7.6	3918
WESTOVER CONSOLIDATED	PRE K-6	353	23.5	96.4	13.0	2.0	9.2	34.0	6.7	31.7	10.1	7085
CARTER G WOODSON	6-8	335	17.6	90.1	17.0	2.0	6.3	19.5	10.5	29.7	9.2	5660
DEAL ISLAND	K, 4-9	298	21.3	95.1	13.0	1.0	13.5	17.0	7.1	73.7	9.2	3386
EWELL	K-8	87	21.7	92.6	4.0	0.0	3.3	0.0	0.0	42.7	7.8	4169
MARION	PKGK, 4-8	326	21.0	95.9	13.5	2.0	12.8	15.3	19.3	32.1	8.6	4912
CRISFIELD SR	9-12	508	15.9	90.7	29.9	2.0	11.3	14.5	21.6	29.4	9.0	5386
SOMERSET JR	7-9	587	17.8	91.2	31.0	2.0	9.7	24.0	21.2	22.5	10.2	7566

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

SOMERSET COUNTY
SCHOOL SYSTEM

SKILL AREAS

			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
CRISFIELD 1	3	88.9	3.08	2.82	+.26	3.36	2.85	+.51	3.57	3.25	+.32	3.10	2.97	+.13
	5	94.3	5.22	4.62	+.60	5.08	4.68	+.40	5.31	4.93	+.38	5.15	4.93	+.22
CRISFIELD 3	3	101.0	3.91	3.60	+.31	4.02	3.67	+.35	4.57	4.05	+.52	3.86	3.67	+.19
	5	95.9	5.47	4.76	+.71	5.55	4.82	+.73 *	5.75	5.06	+.69	5.41	5.06	+.35
GREENWOOD	5	95.6	5.12	4.73	+.39	5.31	4.79	+.52	5.34	5.04	+.30	5.25	5.03	+.22
MT VERNON 1	3	89.5	3.24	2.86	+.38	3.12	2.89	+.23	3.41	3.29	+.12	3.07	3.00	+.07
MT VERNON 2	5	100.0	6.14	5.12	+1.02 *	6.03	5.17	+.86 *	5.56	5.40	+.16	5.70	5.38	+.32
PRINCESS ANNE	3	100.2	3.63	3.55	+.08	3.78	3.61	+.17	4.41	4.00	+.41	3.57	3.62	-.05
TYLERTON	3	114.0	3.40	4.44	-1.04 *	3.85	4.54	-.69 *	3.60	4.91	-1.31 *	3.95	4.42	-.47 *
	5	99.8	4.98	5.10	-.12	4.98	5.15	-.17	4.42	5.39	-.97 *	5.04	5.37	-.33
WESTOVER CONSOLIDATE	3	88.9	3.15	2.82	+.33	3.30	2.85	+.45	3.71	3.25	+.46	3.18	2.97	+.21
	5	86.6	4.56	3.94	+.62	4.70	4.03	+.67 *	5.05	4.29	+.76 *	4.58	4.32	+.26
CARTER G WOODSON	7	94.9	5.94	6.18	-.24	6.31	6.25	+.06	6.14	6.38	-.24	6.27	6.48	-.21
DEAL ISLAND	3	94.4	3.37	3.17	+.20	3.84	3.22	+.62 *	3.85	3.61	+.24	3.47	3.29	+.18
	5	89.6	4.52	4.20	+.32	4.73	4.29	+.44	4.73	4.54	+.19	4.62	4.56	+.06
	7	87.0	6.04	5.32	+.72	6.13	5.45	+.68	5.99	5.62	+.37	6.12	5.67	+.45
	9	87.6	7.87	6.83	+1.04 *	8.15	6.77	+1.38 *	8.23	7.03	+1.20 *	7.34	7.04	+.30
EWELL	3	93.6	3.33	3.12	+.21	2.81	3.17	-.36	3.06	3.56	-.50	3.34	3.24	+.10
	5	104.5	4.87	5.52	-.65	4.59	5.55	-.96 *	5.44	5.78	-.34	4.82	5.74	-.92 *
	7	90.9	6.54	5.74	+.80	6.22	5.84	+.38	6.15	6.00	+.15	6.22	6.07	+.15
MARION	3	91.8	3.84	3.01	+.83 *	3.63	3.05	+.58 *	4.21	3.44	+.77 *	3.66	3.14	+.52 *
	5	90.1	5.18	4.25	+.93 *	5.10	4.33	+.77 *	5.33	4.58	+.75 *	5.43	4.60	+.83 *
	7	92.0	6.92	5.86	+1.06 *	7.12	5.95	+1.17 *	6.76	6.10	+.66	7.02	6.18	+.84 *
CRISFIELD SR JR	9	94.9	7.94	7.68	+.26	8.16	7.62	+.54	8.37	7.76	+.61	8.21	7.82	+.39
SOMERSET JR	7	91.9	6.02	5.85	+.17	6.29	5.94	+.35	6.17	6.09	+.08	6.39	6.17	+.22
	9	95.5	7.57	7.75	-.18	7.93	7.69	+.24	7.98	7.82	+.16	7.76	7.89	-.13

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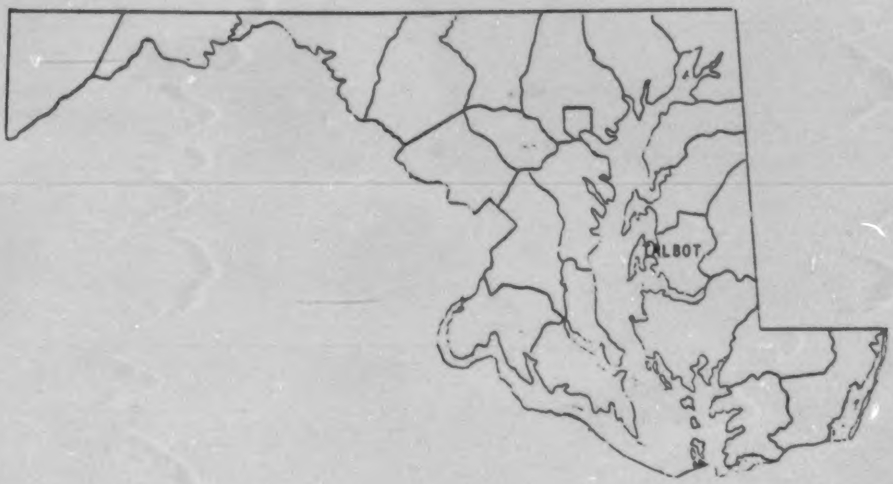
* SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

LOCAL SCHOOL SYSTEM LEVEL -- ACCOUNTABILITY ASSESSMENT INFORMATION

4.2.21 Talbot County



A. Present Status of the Accountability Program

During the first year of the accountability program, Talbot County adhered to the general guidelines established by the State Department of Education for developing a system level accountability program in reading, writing, and mathematics. County goals in these three areas were developed which related to those general goals established at the state level. In order to give further emphasis to the statewide accountability program, each school was then asked to develop school objectives that were related to the major goals as established at the county level. These school objectives were organized under four major headings -- primary, intermediate, middle school, and secondary school objectives. All teachers, administrators and supervisors participated in the process of writing, refining and organizing school objectives to meet the needs of each particular school population.

Using the statewide goals in reading, writing, and mathematics adopted by the Maryland State Department of Education, Talbot County has developed school level objectives such as those listed below.

In reading, each student should be able to:

(1) Demonstrate the ability to identify directional concepts, such as left, right, up, down, between, etc.

(2) Identify and explain the meaning of various safety signs: stop, go, walk, poison, exit, etc.

(3) Demonstrate the ability to follow verbal and written directions in sequence.

(4) Demonstrate the ability to discriminate sounds: environmental sounds, consonants, vowels, rhyming words, consonant blends.

(5) Identify compound words.

(6) Identify root words.

(7) List the steps and demonstrate how to attack an unknown word.

(8) Divide words into syllables.

(9) Demonstrate the awareness of and the ability to use available resources: glossary, dictionary, dictionary table of contents, index, subtitles, beginning thesaurus, and beginning encyclopedia.

(10) Compare and contrast characters, moods, and events.

(11) Explain the function of an accent mark.

(12) List synonyms and/or antonyms for words provided.

(13) Fill out forms: applications, records, Social Security, order forms.

In writing, each student who has completed the Talbot County writing program should be able to:

(1) Dictate a sentence describing at least two details about an object.

(2) Write letters of the alphabet and numerals with correct formation using the blackboard or large sheets of unlined paper.

(3) Describe an action using an action verb formed correctly in a sentence.

(4) Construct a sentence from a group of words.

(5) Write a designed sentence (declarative, interrogative, exclamatory) about a topic or stimulus.

(6) Write a sentence that expresses the personal feelings of the writer.

(7) Write a thank-you note.

(8) Write a business letter using the appropriate form.

(9) Construct a topic sentence for a paragraph.

(10) Write a paragraph or paragraphs organizing and describing an experience involving sensory stimuli.

(11) Write a book report.

(12) Address an envelope correctly.

(13) Demonstrate subject-verb agreement in writing sentences.

(14) Write a paragraph in which you recognize the similarity and differences between two different situations.

(15) Write a friendly letter.

In mathematics, each student commensurate with his ability and upon the completion of required courses should:

(1) Count aloud in sequence.

(2) Order numbers from smallest to largest.

(3) Count by multiples of two, four, five, and ten to one hundred.

(4) Demonstrate the ability to count change up to a dollar.

(5) Use the properties of addition and subtraction in solving a linear equation in one unknown on a teacher-made test.

(6) Measure lengths in inches, feet, yards, centimeters, meters, and kilometers.

(7) Set up and solve word problems using each of the four fundamental operations of decimals.

(8) State the least common denominator for two or three fractions.

(9) Recognize and distinguish pictorial, bar, linear and circular graphic forms.

(10) Demonstrate the ability to convert from one metric unit to another.

(11) Demonstrate the ability to match the metric prefixes with a proper number.

(12) Construct the basic elements: point, ray, segment, line, angle.

(13) Construct a triangle using a compass and a straight edge.

(14) Read and write numerals on a base 2 and a base 5 value system.

(15) Count by using negative integers.

(16) Determine percent of increase or decrease.

It should be noted that the illustrations given above are simply samples of objectives that are used in school programs and are not intended to be an all-inclusive list.

B. Local Assessment Activities

The Talbot County public schools have been using the Iowa Tests of Basic Skills (ITBS) since 1972. Consequently, it has been possible to study test results over the last three years and a detailed analysis was made of individual student's scores over that period. The purpose of this study was to determine the amount of academic growth that had taken place in the various schools by individual youngsters.

Results showed that over a period of two years, that is, from the third grade to the fifth grade, groups of students achieved a year and three months to a year and nine months in reading. The gains in vocabulary during the same two years ranged from a year and three months to a year and nine months. For the same schools the average gain in total language ranged from eight months to a year and seven months, while the total gains in mathematics ranged from a year and one month to two years. This kind of analysis describes the achievement of the student population in each of the areas mentioned.

A further study was made of the regression shown during the same two-year period for the schools mentioned above. This study showed a number of students with a decrease in academic achievement. The principals and counselors in the various schools were asked to study these individual youngsters to find out whether or not they could determine some of the factors involved.

In order to get a picture of the relative standing of the Talbot County public school youngsters with similar population groups on the Eastern Shore, a comparative study was made of the achievement scores in the various subject areas with those achievement scores of neighboring counties. In general, the Talbot County achievement scores ranked number two when compared with the nine shore counties.

C. Comments on Accountability Assessment Results

Test scores for the county are close to the state norms for 1975. This would seem to indicate that students are testing generally at about the same relative positions that they tested in 1974. In order to get a comprehensive picture of the total county testing program, Talbot county has introduced a percentage growth factor which measures the amount of growth in student achievement that has taken place over the last two years. This figure was arrived at by taking the gain in average grade equivalent score during the testing period in October 1972 and comparing it with the grade equivalent score achieved by the same groups in May 1975. A look at the percentage growth factor shows that students achieved approximately 75 percent of what would have been expected of them during a two-year period in vocabulary, reading, total language, and total mathematics. The percentage of growth in reading from the third grade to the fifth grade was 74 percent; the percentage of growth in reading from the fifth grade to the seventh grade was 91.6 percent, and the percentage of growth in reading from the seventh grade to the ninth grade was 85.2 percent. The percentage of growth in total mathematics during the same periods were as follows: from the third grade to the fifth grade was 75 percent; the percentage of growth from the fifth grade to the seventh grade was 85.6 percent, and the percentage of growth from the seventh to the ninth grade was 74 percent.

D. Program Modification Activities

During the past two years, Talbot County has worked intensively on teacher-made test items related to the school objectives. At the beginning of the school year, students are given a pre-test in the four content areas mentioned, i.e., vocabulary, reading, total language, and mathematics. Based on this pre-test, students are given instruction that relates to the objectives in those four areas. Following the instruction, the students are given a post-test to determine their progress in each area.

E. Unmet Needs for Resources to Permit Improvement of Programs and Services

Careful consideration needs to be given to the populations used for creating state and county norms when making judgments and comparisons based upon these test scores.

Under the National Assessment of Education Progress Program, there has been some evidence presented to show that the achievement scores vary, depending upon the populations taking the various tests. An examination of the Manual for Administrators, Supervisors, and Counselors for the Iowa Tests of Basic Skills gives rise to further concern related to the populations used for establishing grade norms. The publishers indicate that the norming population was based on 15.7 percent blacks, 79.1 percent whites, and 5.1 percent American Indians, Orientals, and Spanish Americans. It would appear that the norming populations used for the ITBS was made up of an unbalanced number of whites versus blacks. Careful examination of the county achievement scores in reading shows that those counties that had relatively low percentages of blacks tend to score high on this test, while those with high percentages do not.

Further consideration must be given to the establishment of appropriate testing criteria and norms for evaluating the achievement and progress of the student population.

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
24,906	$9,313	23.5

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
10.5	11.2

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1974)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
4,816	$10,566	$16,708	9.4	19.8

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
19.3%	15.8	94.3%

C. FINANCIAL CHARACTERISTICS (FOR 1973-1974 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$1,088.05	$804.81	74.0%	$24.92

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.3%	$9.86	0.9%

* SEE CHAPTER 3, PAGES 60-65, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TALBOT COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE‡

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	360	97.50	5	98.1	16.96	3.54	1.08
	5	388	96.65	5	99.5	16.03	4.92	1.61
	7	399	93.48	2	99.7	15.57	6.67	1.83
	9	428	78.50	2	102.2	14.89	8.52	2.01
(2) READING COMPREHENSION	3	360	97.50	5	98.1	16.96	3.61	1.18
	5	388	96.65	5	99.5	16.03	5.06	1.52
	7	399	93.48	2	99.7	15.57	6.87	1.66
	9	428	78.50	2	102.2	14.89	8.70	1.71
(3) SPELLING	3	360	97.50	5	98.1	16.96	4.33	1.30
	5	388	96.65	5	99.5	16.03	5.45	1.79
	7	399	93.48	2	99.7	15.57	7.04	2.10
	9	428	78.50	2	102.2	14.89	8.77	2.07
(4) CAPITALIZATION	3	360	97.50	5	98.1	16.96	4.08	1.28
	5	388	96.65	5	99.5	16.03	5.47	1.60
	7	399	93.48	2	99.7	15.57	7.12	2.00
	9	428	78.50	2	102.2	14.89	8.96	2.09
(5) PUNCTUATION	3	360	97.50	5	98.1	16.96	4.03	1.38
	5	388	96.65	5	99.5	16.03	5.36	1.63
	7	399	93.48	2	99.7	15.57	6.90	1.91
	9	428	78.50	2	102.2	14.89	8.64	2.07

‡ SEE CHAPTER 3, PAGES 66-67, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE* (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	360	97.50	5	98.1	16.96	3.74	1.34
	5	388	96.65	5	99.5	16.03	5.21	1.84
	7	399	93.48	2	99.7	15.57	6.91	2.04
	9	428	78.50	2	102.2	14.89	8.55	2.37
(7) LANGUAGE TOTAL	3	360	97.50	5	98.1	16.96	4.05	1.15
	5	388	96.65	5	99.5	16.03	5.38	1.50
	7	399	93.48	2	99.7	15.57	6.99	1.77
	9	428	78.50	2	102.2	14.89	8.73	1.86
(8) MATHEMATICAL CONCEPTS	3	360	97.50	5	98.1	16.96	3.66	1.01
	5	388	96.65	5	99.5	16.03	5.01	1.34
	7	399	93.48	2	99.7	15.57	6.84	1.56
	9	428	78.50	2	102.2	14.89	8.44	1.81
(9) MATHEMATICAL PROBLEMS	3	360	97.50	5	98.1	16.96	3.53	1.06
	5	388	96.65	5	99.5	16.03	5.03	1.25
	7	399	93.48	2	99.7	15.57	6.73	1.70
	9	428	78.50	2	102.2	14.89	8.50	1.89
(10) MATHEMATICAL TOTAL	3	360	97.50	5	98.1	16.96	3.59	.97
	5	388	96.65	5	99.5	16.03	5.02	1.21
	7	399	93.48	2	99.7	15.57	6.78	1.53
	9	428	78.50	2	102.2	14.89	8.48	1.74

* SEE CHAPTER 3, PAGES 68-69, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TALBOT COUNTY

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES*

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975
NONVERBAL ABILITY	3	100.4	98.1
	5	100.4	99.5
	7	101.2	99.7
	9	102.5	102.2
VOCABULARY	3	3.59	3.54
	5	5.19	4.92
	7	6.69	6.67
	9	8.50	8.52
READING COMPREHENSION	3	3.66	3.61
	5	5.24	5.06
	7	6.99	6.87
	9	8.71	8.70
LANGUAGE TOTAL	3	4.18	4.05
	5	5.52	5.38
	7	6.92	6.99
	9	8.61	8.73
MATHEMATICAL TOTAL	3	3.70	3.59
	5	5.27	5.02
	7	6.90	6.78
	9	8.51	8.48

* SEE CHAPTER 3, PAGES 70-71, FOR DEFINITION OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD ALSO BE NOTED THAT THE SCORES REPORTED FOR YEAR I AND YEAR II ARE FROM DIFFERENT STUDENT POPULATIONS.

TALBOT COUNTY (CORDOVA - ST MICHAELS HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
CORDOVA	K-3	210	23.9	95.0	8.8	0.0	7.4	0.0	0.0	26.8	10.0	6750
GLENWOOD	4-5	420	17.8	96.1	22.6	1.0	14.4	41.0	12.7	27.1	11.5	8778
IDLEWILD	2-3	342	16.3	95.5	20.0	1.0	10.7	25.0	14.3	27.6	11.5	8778
TILGHMAN	K-6	164	17.4	95.9	8.4	1.0	7.1	20.5	21.3	14.4	10.6	7348
UPPER COUNTY	4-6	155	17.4	96.2	7.9	1.0	7.7	12.0	33.7	25.3	10.7	7463
WHITE MARSH	K-6	279	15.6	96.6	16.9	1.0	9.7	27.0	5.6	22.2	11.2	8200
EASTON MIDDLE	6-8	798	17.3	94.0	44.0	2.0	12.1	17.5	19.6	26.7	11.2	8349
ST MICHAELS	K-8	614	15.5	95.2	19.1	1.0	10.1	10.1	24.3	17.6	11.1	7886
EASTON HIGH	9-12	1,119	17.2	92.2	62.0	3.0	10.4	21.5	23.1	26.0	11.2	8283
ST MICHAELS HIGH	9-12	389	13.4	92.6	27.0	2.0	8.7	23.0	20.7	18.1	11.0	7665

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

TALBOT COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE
CORDOVA	3	96.5	3.13	3.31	-.18	3.29	3.36	-.07	3.66	3.75	-.09	3.43	3.41	+.02
GLENWOOD	5	100.1	5.10	5.13	-.03	5.23	5.17	+.06	5.60	5.41	+.19	5.03	5.39	-.36
IDLEWILD	3	98.3	3.67	3.43	+.24	3.65	3.48	+.17	4.16	3.87	+.29	3.70	3.51	+.19
TILGHMAN	3 5	104.8 104.4	3.96 5.18	3.84 5.51	+.12 -.33	4.20 5.42	3.92 5.54	+.28 -.12	4.43 5.66	4.30 5.77	+.13 -.11	3.75 5.25	3.89 5.74	-.14 -.49
UPPER COUNTY	5	98.0	4.66	4.94	-.28	4.94	5.00	-.06	4.98	5.24	-.26	4.82	5.23	-.41
WHITE MARSH	3 5	91.9 96.0	3.05 4.63	3.01 4.77	+.04 -.14	3.08 4.77	3.05 4.83	+.03 -.06	3.66 4.85	3.44 5.07	+.22 -.22	3.04 4.72	3.14 5.07	-.10 -.35
EASTON MIDDLE	7	99.8	6.66	6.71	-.05	6.93	6.74	+.19	7.02	6.85	+.17	6.75	6.98	-.23
ST MICHAELS	3 5 7	102.8 99.6 99.4	3.95 4.69 6.69	3.72 5.08 6.67	+.23 -.39 +.02	4.11 4.75 6.68	3.79 5.13 6.70	+.32 -.38 -.02	4.40 5.24 6.88	4.17 5.37 6.81	+.23 -.13 +.07	3.91 5.25 6.89	3.77 5.35 6.94	+.14 -.10 -.05
EASTON HIGH	9	102.0	8.47	8.50	-.03	8.68	8.44	+.24	8.82	8.46	+.36	8.28	8.59	-.31
ST MICHAELS HIGH	9	103.0	8.66	8.62	+.06	8.77	8.56	+.21	8.47	8.56	-.09	9.08	8.70	+.38

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* SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

4.2.22 Washington County

WASHINGTON

A. Present Status of the Accountability Program

Three county committees were appointed to develop system level goals in reading, writing and mathematics for Washington County. These committees were composed of teachers, principals, vice principals and central office staff members. Through the 1973-74 school year, the committees met to draft system level goals and objectives for educational accountability based on those established by the state. The completed goals were submitted to individual schools and to the local Board of Education, approved, and forwarded to the Maryland State Department of Education (MSDE). They were also approved by MSDE.

Principals in each county school organized three school committees for the purpose of developing school level objectives in reading, writing, and mathematics. The accountability booklets developed by the county committees were distributed to their school level counterparts to aid them in this task. The booklets contained state and county guidelines used for developing goals in the three skills areas, the state and county goals themselves, and sample school level objectives. The sample objectives were designed to serve as examples and were not intended for adoption by school committees.

The school committees developed and required objectives and submitted them to central office coordinators. These objectives were reviewed, evaluated and commented on by the county committee appointed to serve in that skills area. Then they were returned to the school committees. Revised versions of the objectives were returned to the central office and held for review by MSDE.

During the period that school committees were engaged in developing their objectives, several techniques and procedures of an exemplary nature were used. For example, county committees developed handbooks to guide the efforts of school committees. The handbooks contained not only state and county goals but also examples of the kinds of performance objectives that schools would be preparing. Objective examples included the four criteria outlined in state guidelines: Who? What? When? and How?

The sample school objectives in writing also suggested levels of competence in elementary and secondary schools for each objective. Those objectives marked "L" (Literacy Level) should be attained by almost all pupils; those market "F" (Fluency Level) are attainable by fewer pupils; and objectives marked "P" (Proficiency Level) are attainable by relatively few pupils. Levels correspond generally to an accepted hierarchy of skills.

Guide booklets distributed to each school are on file at the MSDE, Washington County's central office, and in each county school.

Another example of an exemplary procedure used in setting school objectives involved the participation of citizens groups. At various development stages in the objective-setting process, some schools involved citizens advisory committees in studying and commenting on school objectives.

B. Local Assessment Activities

Several different kinds of local assessment activities have been initiated by Washington County during the past year.

Item analysis reported for each subtest of the Iowa Tests of Basic Skills (ITBS) were distributed to each county school. These reports, generated by the school system's data processing department, are providing information about individual pupil performance so that teaching/learning strategies can be adjusted to individual needs. Local efforts in reporting individual pupil performance have had some implications, particularly in Grades 3 and 5, for pupil groupings.

During the 1974-75 school year, each school faculty developed its individual school objectives. In large part, the school objectives reflect school performance on the ITBS.

For additional local assessment activities, refer to Section D of this report.

C. Comments on Accountability Assessment Results

The Year II accountability assessment Standard Age Score (SAS) data on the Cognitive Abilities Test (CAT) reveal that Washington County pupils in Grades 3, 5, 7, and 9 are on an equal footing with their counterparts across the state and the nation. County mean SAS scores on the 1975 version of the nonverbal battery of the CAT remained basically the same as the previous year. In essence, student CAT performance, in terms of scores alternative to the IQ, has been very consistent over a period of years. This is indicative of a potential for growth in scholastic achievement.

Washington County schools this year administered the three subtests in the work-study area in the ITBS: map reading, reading graphs and tables, and knowledge and use of references. Also incorporated in the testing program were two additional batteries in the CAT set -- verbal and quantitative.

An examination of ITBS scores for Washington County for the two-year period just concluding indicates overall improvement in Year II over Year I. However, scores on the language subtests, while improved, suggest a need for increased emphasis on language skills, particularly in Grades 7 and 9. New language programs at the middle and high school levels as outlined in Section D. Program Modification Activities are local attempts to improve language deficiencies.

Students' scores in mathematics on the ITBS, Year II, show important improvement over Year I. Math scores at all levels are above state averages.

A revised program in mathematics is currently in operation in Grades K-6. In 1976-77, the program will expand into Grades 7 and 8 with a revision of the senior high school math curriculum planned for 1977-78. Even greater achievement in mathematics is anticipated as this program becomes established at all levels.

In the second year of participation in the Maryland Accountability Program, Washington County educators have been provided with worthwhile information about the classroom needs of students, their performance, and their potential as depicted on the required tests.

D. Program Modification Activities

In addition to objective-setting by school faculties during the 1974-75 school year, several other program modification activities were carried out.

A pilot reading program begun two years ago at the elementary level was evaluated at the conclusion of the 1974-75 school year. Results of that evaluation, which employed the ITBS, Form 6, will be studied by the principal and faculty in 1975-76 compared with results of the ITBS, and will form the basis for program revision. If the results of this commercially-prepared reading program are highly favorable, the program can expand to other schools.

A "reading management" system, planned during the 1974-75 school year, became operational in one elementary school in early September 1975. This management system has analyzed 12 reading series in common use in the county to determine the basic reading skills represented in each series. Skills, many of which are tested by the ITBS, have been organized into a hierarchy. The emphasis of the program is on mastery of skills before proceeding to a new skill in the sequence. The program includes a variety of multi-media materials for pupils having difficulty with mastery of specific skills.

Four county orientation workshops are being organized to prepare for the administration of the Basic Skills Reading Mastery Test. Two workshops will be held in Hagerstown; two will be conducted at schools outside the city. Classroom teachers who will be administering this test will be directly involved in the workshops.

Program modifications in science were continued during the 1974-75 school year. The Modular Activities Programs in Science (MAPS), initiated in Grade 5 in 1974-75, was expanded to Grades 4 and 6 for 1975-76. The total MAPS program, Grades K-5, is being piloted in one elementary school this year.

A pilot individualized reading program using a diagnostic/prescriptive approach was begun in one middle school in 1973-74. In this program, pupils are placed at their level of achievement rather than according to grade level. Based on successes in 1973-74, two additional middle schools adopted the program in 1974-75. For the 1975-76 school year, two more middle schools will be using this approach for individualizing reading instruction. At the same time, financial support was increased for two middle schools that began the program in prior years.

Based on the diagnostic/prescriptive efforts of the middle schools and building on a continuum of skills, one high school began an individualized reading program in 1974-75. Three more high schools were brought into the program this Fall.

In Spring 1975, Washington County administered the three subtests of the Work-Study Skills section of the ITBS. Results of these tests have had implications for curriculum development and revision in social studies in the 1975-74 school year.

E. Unmet Needs for Resources to Permit Improvement of Programs and Services

During the past two years, Washington County's efforts and expenditures have exceeded the requirements of the Maryland Accountability Program. However, state funding should be made available for materials necessary to administer both the ITBS and the CAT and practice tests for Grade 3. There is also a need for basic electronic MRC scoring and reporting services, workshops and inservice programs in the field of psychometrics, field trips to provide teachers with opportunities to observe exemplary classroom programs that address the basic skills areas, and for research and program development in gifted and special education.

F. General Comments

Suggested modifications for MAP are:

- Utilization of a wide variety of testing programs, e.g., criterion-referenced tests with a reduction of nonreferenced assessment instruments used to determine student performance.
- A reversal in the March-May testing schedule so that students in Grades 3 and 5 are tested first and students in Grades 7 and 9 are tested in the second half of the period concerned.
- Consideration of age level equivalents instead of grade level equivalents.

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
106,224	$10,083	12.7

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
11.4	11.5

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1974)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
23,490	$11,057	$17,818	11.2	20.1

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
27.3%	19.6	94.6%

C. FINANCIAL CHARACTERISTICS (FOR 1973-1974 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$976.61	$725.03	74.2%	$29.87

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
3.1%	$5.56	0.6%

* SEE CHAPTER 3, PAGES 60-65, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

WASHINGTON COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE*

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	1743	97.76	27	101.4	15.99	3.51	1.15
	5	1862	97.31	26	101.5	15.68	5.00	1.61
	7	1882	99.95	9	100.8	15.37	6.57	1.89
	9	2016	90.18	7	102.3	15.67	8.24	2.09
(2) READING COMPRE-HENSION	3	1743	98.05	27	101.4	15.99	3.65	1.23
	5	1862	97.10	26	101.5	15.68	5.29	1.52
	7	1882	100.00	9	100.8	15.37	6.70	1.70
	9	2016	90.08	7	102.3	15.67	8.25	1.93
(3) SPELLING	3	1743	97.88	27	101.4	15.99	4.11	1.36
	5	1862	97.37	26	101.5	15.68	5.46	1.82
	7	1882	99.79	9	100.8	15.37	6.58	2.07
	9	2016	89.29	7	102.3	15.67	8.21	2.37
(4) CAPITAL-IZATION	3	1743	97.99	27	101.4	15.99	4.10	1.34
	5	1862	97.58	26	101.5	15.68	5.57	1.78
	7	1882	99.84	9	100.8	15.37	6.77	2.15
	9	2016	89.24	7	102.3	15.67	8.32	2.49
(5) PUNCTUATION	3	1743	97.76	27	101.4	15.99	4.35	1.48
	5	1862	97.37	26	101.5	15.68	5.56	1.69
	7	1882	99.84	9	100.8	15.37	6.74	2.04
	9	2016	88.64	7	102.3	15.67	8.09	2.32

* SEE CHAPTER 3, PAGES 66-67, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE* (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	1743	97.99	27	101.4	15.99	3.72	1.31
	5	1862	97.42	26	101.5	15.68	5.18	1.74
	7	1882	99.84	9	100.8	15.37	6.59	2.08
	9	2016	88.69	7	102.3	15.67	8.04	2.26
(7) LANGUAGE TOTAL	3	1743	97.59	27	101.4	15.99	4.09	1.22
	5	1862	97.05	26	101.5	15.68	5.43	1.57
	7	1882	99.73	9	100.8	15.37	6.67	1.86
	9	2016	88.19	7	102.3	15.67	8.18	2.08
(8) MATHEMATICAL CONCEPTS	3	1743	97.76	27	101.4	15.99	3.76	1.03
	5	1862	97.64	26	101.5	15.68	5.83	1.55
	7	1882	99.63	9	100.8	15.37	7.27	1.75
	9	2016	88.19	7	102.3	15.67	8.94	1.93
(9) MATHEMATICAL PROBLEMS	3	1743	97.76	27	101.4	15.99	3.66	1.11
	5	1862	97.64	26	101.5	15.68	5.49	1.37
	7	1882	99.68	9	100.8	15.37	7.00	1.61
	9	2016	88.34	7	102.3	15.67	8.40	1.85
(10) MATHEMATICAL TOTAL	3	1743	97.65	27	101.4	15.99	3.71	1.02
	5	1862	97.64	26	101.5	15.68	5.67	1.39
	7	1882	99.57	9	100.8	15.37	7.14	1.58
	9	2016	88.05	7	102.3	15.67	8.66	1.76

* SEE CHAPTER 3, PAGES 68-69, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

WASHINGTON COUNTY

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES‡

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975
NONVERBAL ABILITY	3	100.1	101.4
	5	103.1	101.5
	7	103.4	100.8
	9	103.9	102.3
VOCABULARY	3	3.38	3.51
	5	4.97	5.00
	7	6.74	6.57
	9	8.22	8.24
READING COMPREHENSION	3	3.54	3.65
	5	5.32	5.29
	7	6.94	6.70
	9	8.31	8.25
LANGUAGE TOTAL	3	3.85	4.09
	5	5.35	5.43
	7	6.81	6.67
	9	7.95	8.18
MATHEMATICAL TOTAL	3	3.66	3.71
	5	5.67	5.67
	7	7.34	7.14
	9	8.64	8.66

‡ SEE CHAPTER 3, PAGES 70-71, FOR DEFINITION OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD ALSO BE NOTED THAT THE SCORES REPORTED FOR YEAR I AND YEAR II ARE FROM DIFFERENT STUDENT POPULATIONS.

WASHINGTON COUNTY (BESTER - POTOMAC HEIGHTS)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
BESTER	PRE K-6	726	22.3	94.4	30.5	2.0	12.1	21.5	20.0	17.8	10.5	7461
BOONSBORO ELEM	K-5	371	25.4	97.0	13.6	1.0	9.4	12.0	20.5	8.1	11.9	9121
CLEAR SPRING	K-5	472	23.6	97.1	19.0	1.0	14.4	32.6	15.0	11.8	10.8	7876
CONOCOCHEAGUE	K-5	310	23.8	96.7	12.0	1.0	12.9	36.0	34.6	11.4	11.0	8523
EMMA K DOUB	K-5	298	22.9	96.5	12.0	1.0	11.6	46.0	23.1	14.6	11.1	7976
FOUNTAIN ROCK	K-5	397	22.1	95.7	17.0	1.0	4.2	24.0	11.1	15.5	11.6	8540
FOUNTAINDALE	K-5	498	21.7	95.6	21.0	2.0	11.4	23.8	34.8	4.6	12.3	11,550
FUNKSTOWN	K-5	255	23.2	97.3	10.0	1.0	7.8	9.0	18.2	4.0	12.0	9880
GREENBRIER	K-5	253	23.0	96.5	10.0	1.0	5.1	9.0	27.3	9.9	11.4	8838
HANCOCK	PRE K-5	449	22.5	96.7	19.0	1.0	19.5	10.0	30.0	19.1	9.2	7127
KEEDYSVILLE	1-6	107	21.4	97.2	4.0	1.0	23.3	41.0	20.0	24.8	9.2	7506
LINCOLNSHIRE	K-6	809	24.3	96.4	31.3	2.0	9.9	24.5	24.0	5.9	12.2	10,344
MAUGANSVILLE	K-6	389	22.9	96.9	16.0	1.0	13.6	15.0	17.6	12.3	11.7	9449
OLD FORGE	K-5	327	23.3	96.6	13.0	1.0	6.4	13.0	7.1	9.4	12.1	9954
PANGBORN BOULEVARD	K-5	604	23.2	96.3	25.0	1.0	11.0	14.0	30.8	7.9	11.7	9295
PARAMOUNT	K-5	228	22.8	96.5	9.0	1.0	8.1	16.0	20.0	7.2	12.4	11,281
PLEASANT VALLEY	K-6	226	22.6	95.0	9.0	1.0	16.9	6.0	20.0	24.4	9.2	7476
POTOMAC HEIGHTS	K-5	241	17.2	95.8	13.0	1.0	9.2	10.0	35.7	12.7	12.1	10,790

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES‡

WASHINGTON COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
BESTER	3	93.6	2.70	3.12	-.42	2.80	3.17	-.37	3.20	3.56	-.36	3.00	3.24	-.24
	5	93.6	3.90	4.55	-.65	4.30	4.62	-.32	4.10	4.87	-.77 *	4.60	4.88	-.28
BOONSBORO ELEMENTARY	3	102.5	3.50	3.70	-.20	3.80	3.77	+.03	4.20	4.15	+.05	3.80	3.76	+.04
	5	108.8	5.40	5.90	-.50	5.60	5.91	-.31	5.90	6.14	-.24	6.40	6.09	+.31
CLEAR SPRING ELEM	3	96.0	3.50	3.28	+.22	3.70	3.33	+.37	3.90	3.72	+.18	3.50	3.38	+.12
	5	100.9	4.90	5.20	-.30	5.20	5.24	-.04	5.40	5.48	-.08	5.70	5.46	+.24
CONOCOCHEAGUE	3	103.5	3.40	3.76	-.36	3.90	3.83	+.07	4.40	4.21	+.19	3.90	3.81	+.09
	5	101.8	5.00	5.28	-.28	5.40	5.32	+.08	6.00	5.55	+.45	5.80	5.53	+.27
EMMA K DOUB ELEM	3	102.8	3.70	3.72	-.02	3.60	3.79	-.19	4.10	4.17	-.07	4.00	3.77	+.23
	5	102.1	5.20	5.31	-.11	5.30	5.34	-.04	5.50	5.58	-.08	5.60	5.55	+.05
FOUNTAIN ROCK	3	99.9	3.40	3.53	-.13	3.30	3.59	-.29	3.50	3.98	-.48	3.40	3.61	-.21
	5	101.5	4.80	5.25	-.45	4.60	5.29	-.69 *	4.70	5.53	-.83 *	5.10	5.50	-.40
FOUNTAINDALE	3	104.8	4.10	3.84	+.26	4.20	3.92	+.28	4.40	4.30	+.10	4.10	3.89	+.21
	5	110.8	6.10	6.07	+.03	6.50	6.08	+.42	6.80	6.31	+.49	6.90	6.25	+.65 *
FUNKSTOWN	3	106.0	3.70	4.05	-.35	3.90	4.13	-.23	4.40	4.51	-.11	4.10	4.08	+.02
	5	103.7	5.50	5.45	+.05	5.80	5.48	+.32	5.80	5.71	+.09	6.20	5.68	+.52
GREENBRIER	3	94.8	3.20	3.20	+.00	3.40	3.25	+.15	3.60	3.64	-.04	3.30	3.31	-.01
	5	97.8	4.60	4.93	-.33	4.70	4.98	-.28	4.70	5.22	-.52	5.00	5.21	-.21
HANCOCK	3	102.8	3.60	3.72	-.12	3.80	3.79	+.01	4.40	4.17	+.23	3.80	3.77	+.03
	5	97.3	4.60	4.88	-.28	4.90	4.94	-.04	5.20	5.18	+.02	5.30	5.17	+.13
KEEDYSVILLE	3	99.0	[illegible].40	3.47	-2.07 *	2.60	3.53	-.93 *	2.60	3.92	-1.32 *	2.10	3.55	-1.45 *
	5	89.3	2.[illegible]	4.17	-1.77 *	3.00	4.26	-1.26 *	2.90	4.51	-1.61 *	4.00	4.53	-.53
LINCOLNSHIRE	3	107.1	3.90	3.99	-.09	3.90	4.07	-.17	4.60	4.45	+.15	4.10	4.02	+.08
	5	106.7	5.50	5.71	-.21	5.70	5.73	-.03	5.90	5.96	-.06	5.80	5.92	-.12
MAUGANSVILLE	3	105.2	3.50	3.87	-.37	3.70	3.95	-.25	3.80	4.33	-.53	3.70	3.91	-.21
	5	101.4	5.30	5.24	+.06	5.60	5.28	+.32	5.60	5.52	+.08	6.00	5.50	+.50
OLD FORGE	3	107.3	3.70	4.01	-.31	3.90	4.09	-.19	4.60	4.47	+.13	3.90	4.04	-.14
	5	104.9	5.60	5.55	+.05	5.80	5.58	+.22	6.20	5.81	+.39	6.30	5.78	+.52
PANGBURN BOULEVARD	3	109.6	4.30	4.15	+.15	4.30	4.24	+.06	5.10	4.62	+.48	4.40	4.17	+.23
	5	104.8	5.60	5.54	+.06	5.90	5.57	+.33	6.20	5.81	+.39	6.00	5.77	+.23
PARAMOUNT	3	107.4	4.00	4.01	-.01	4.00	4.09	-.09	4.40	4.47	-.07	3.90	4.04	-.14
	5	110.0	6.00	6.00	+.00	6.30	6.01	+.29	6.40	6.24	+.16	6.60	6.18	+.42
PLEASANT VALLEY	3	99.5	3.10	3.50	-.40	3.20	3.56	-.36	3.70	3.95	-.25	3.20	3.58	-.38
	5	96.4	4.20	4.80	-.60	4.80	4.86	-.06	4.80	5.10	-.30	5.00	5.10	-.10
POTOMAC HEIGHTS	3	98.8	3.20	3.46	-.26	3.20	3.52	-.32	3.80	3.90	-.10	3.40	3.54	-.14
	5	101.6	4.80	5.26	-.46	5.00	5.30	-.30	5.10	5.54	-.44	5.20	5.51	-.31

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‡ SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

WASHINGTON COUNTY (ROHERSVILLE - BOONESBORO SR HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
ROHERSVILLE	1-6	112	22.4	97.1	4.0	1.0	8.0	32.0	40.0	22.6	9.5	7720
SALEM AVENUE	K-4	402	22.3	96.3	17.0	1.0	12.9	24.0	27.8	18.0	9.8	7431
SHARPSBURG	K-6	309	23.8	95.4	12.0	1.0	9.0	7.0	7.7	20.1	10.0	8201
SMITHBURG ELEM	PRE K-5	380	24.5	97.0	14.5	1.0	9.4	10.0	45.2	12.0	11.5	8644
SURREY	K-5	285	23.7	95.6	11.0	1.0	4.7	31.0	16.7	13.8	11.4	8378
WILLIAMSPORT ELEM	PRE K-5	756	28.0	95.8	25.0	2.0	14.9	12.3	25.9	9.0	11.3	8977
WINTER STREET	P, 1-4	346	21.6	96.2	15.0	1.0	7.4	29.0	25.0	20.4	9.9	7672
WOODLAND WAY	P, 1-6	425	20.2	96.0	20.0	1.0	11.6	6.0	33.3	12.0	11.8	9373
BOONSBORO JR HIGH	6-8	637	22.7	95.7	26.0	2.0	11.0	15.5	25.0	16.8	10.4	8316
CASCADE MIDDLE	K-8	633	20.4	96.8	29.0	2.0	9.8	17.0	29.0	8.6	12.2	7720
CLEAR SPRING MIDDLE	6-8	483	21.0	95.3	21.0	2.0	10.9	15.0	30.4	12.5	10.8	8093
E RUSSEL HICKS	6-8	1,029	21.4	94.7	46.0	2.0	11.1	25.0	43.7	12.0	11.4	8591
HANCOCK SR	6-12	538	15.8	95.4	32.0	2.0	11.7	26.5	26.5	16.5	9.2	7126
NORTH POTOMAC JR HIGH	6-8	954	20.3	94.9	45.0	2.0	15.0	30.5	27.7	7.9	12.1	10,340
SMITHSBURG JR HIGH	6-8	440	19.1	96.5	21.0	2.0	6.5	18.5	21.7	12.8	12.0	9042
WASHINGTON MIDDLE	5-8	855	19.0	94.8	43.0	2.0	13.3	23.7	35.5	18.0	10.0	7746
WILLIAMSPORT MIDDLE	6-8	755	22.2	95.7	32.0	2.0	10.7	14.5	32.3	10.5	11.9	9369
BOONSBORO SR HIGH	9-12	898	19.9	94.6	43.0	2.0	13.9	15.7	48.9	15.8	10.4	8316

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

WASHINGTON COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
ROHRERSVILLE	3	99.5	3.80	3.50	+.30	4.10	3.56	+.54	4.20	3.95	+.25	3.90	3.58	+.32
	5	96.1	4.60	4.78	-.18	4.80	4.84	-.04	4.70	5.08	-.38	5.20	5.07	+.13
SALEM AVENUE	3	98.2	2.80	3.42	-.62 *	3.30	3.48	-.18	3.60	3.86	-.26	3.40	3.51	-.11
SHARPSBURG	3	96.4	3.30	3.30	+.00	3.50	3.36	+.14	3.80	3.74	+.06	3.50	3.40	+.10
	5	98.4	4.90	4.98	-.08	4.90	5.03	-.13	4.90	5.27	-.37	5.60	5.26	+.34
SMITHSBURG ELEM	3	101.2	3.90	3.61	+.29	3.90	3.68	+.22	4.50	4.06	+.44	4.10	3.66	+.42
	5	100.0	5.20	5.12	+.08	5.30	5.17	+.13	5.40	5.40	+.00	5.50	5.38	+.12
SURREY	3	105.1	3.50	3.86	-.36	3.80	3.94	-.14	4.00	4.32	-.32	3.70	3.91	-.21
	5	103.6	5.10	5.44	-.34	5.60	5.47	+.13	5.60	5.70	-.10	5.80	5.67	+.13
WILLIAMSPORT ELEM	3	100.1	3.50	3.54	-.04	3.70	3.60	+.10	4.10	3.99	+.11	3.60	3.62	-.02
	5	103.4	5.00	5.42	-.42	5.60	5.45	+.15	6.00	5.69	+.31	6.00	5.66	+.34
WINTER STREET	3	93.9	2.80	3.14	-.34	3.00	3.19	-.19	3.20	3.58	-.38	3.00	3.26	-.26
WOODLAND WAY	3	90.7	3.20	2.94	+.26	3.20	2.97	+.23	3.60	3.36	+.24	3.60	3.07	+.53 *
	5	91.3	4.40	4.35	+.05	4.60	4.43	+.17	4.60	4.68	-.08	5.20	4.69	+.51
BOONSBORO JR HIGH	7	99.2	6.50	6.65	-.15	6.60	6.68	-.08	6.40	6.79	-.39	7.10	6.92	+.18
CASCADE MIDDLE	3	101.5	3.70	3.63	+.07	3.70	3.70	+.00	4.30	4.08	+.22	3.90	3.70	+.20
	5	100.8	5.40	5.19	+.21	5.50	5.23	+.27	5.40	5.47	-.07	5.60	5.45	+.15
	7	100.2	6.90	6.76	+.14	7.10	6.78	+.32	6.90	6.88	+.02	7.50	7.02	+.48
CLEAR SPRING MIDDLE	7	100.3	6.30	6.77	-.47	6.40	6.79	-.39	6.20	6.89	-.69	6.80	7.03	-.23
E RUSSELL HICKS	7	98.4	6.50	6.56	-.06	6.60	6.60	+.00	6.60	6.71	-.11	7.00	6.84	+.16
HANCOCK SR	7	97.3	6.20	6.44	-.24	6.10	6.49	-.39	5.90	6.61	-.71	6.40	6.73	-.33
	9	98.6	7.70	8.11	-.41	7.80	8.05	-.25	7.30	8.13	-.83	8.20	8.22	-.02
NORTH POTOMAC JR HI	7	105.2	7.10	7.30	-.20	7.20	7.29	-.09	7.60	7.36	+.24	7.60	7.54	+.06
SMITHSBURG JR HIGH	7	101.0	6.60	6.84	-.24	6.80	6.86	-.06	6.40	6.96	-.56	7.10	7.11	-.01
WASHINGTON MIDDLE	5	99.8	4.50	5.10	-.60	5.00	5.15	-.15	5.00	5.39	-.39	5.50	5.37	+.13
	7	101.7	6.20	6.92	-.72	6.50	6.93	-.43	6.60	7.03	-.43	7.20	7.18	+.02
WILLIAMSPORT MIDDLE	7	100.2	6.50	6.76	-.26	6.60	6.78	-.18	6.40	6.88	-.48	7.10	7.02	+.09
BOONSBORO SR HIGH	9	103.8	8.20	8.71	-.51	8.20	8.65	-.45	8.20	8.64	-.44	8.70	8.78	-.08

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* SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

WASHINGTON COUNTY (CLEAR SPRING HIGH - WILLIAMSPORT HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
CLEAR SPRING HIGH	9-12	480	17.1	93.1	26.0	2.0	11.9	14.9	39.3	14.7	10.8	8089
NORTH HAGERSTOWN SR HIGH	9-12	1,745	19.8	88.9	84.0	4.0	12.9	26.3	47.7	8.9	12.0	9676
SMITHBURG SR HIGH	9-12	892	22.9	94.6	37.0	2.0	11.5	15.0	38.5	14.5	12.0	8566
SOUTH HAGERSTOWN SR HIGH	9-12	1,599	21.0	90.5	73.0	3.0	13.5	17.6	35.5	16.8	11.1	8241
WILLIAMSPORT HIGH	9-12	1,108	21.3	92.0	50.0	2.0	12.6	28.0	40.4	10.8	11.9	9321

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* SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

WASHINGTON COUNTY
SCHOOL SYSTEM

SKILL AREAS

			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
CLEAR SPRING HIGH	9	100.3	8.10	8.31	-.21	8.10	8.24	-.14	7.70	8.29	-.59	8.20	8.41	-.21
NORTH HAGERSTOWN SR	9	104.8	8.50	8.83	-.33	8.50	8.77	-.27	8.20	8.74	-.54	9.10	8.89	+.21
SMITHSBURG SR HIGH	9	104.5	8.30	8.79	-.49	8.30	8.73	-.43	8.10	8.71	-.61	8.60	8.86	-.26
SOUTH HAGERSTOWN SR	9	97.5	8.00	7.98	+.02	8.00	7.92	+.08	8.20	8.02	+.18	8.40	8.10	+.30
WILLIAMSPORT HIGH	9	104.9	8.40	8.84	-.44	8.50	8.78	-.28	8.70	8.75	-.05	8.80	8.90	-.10

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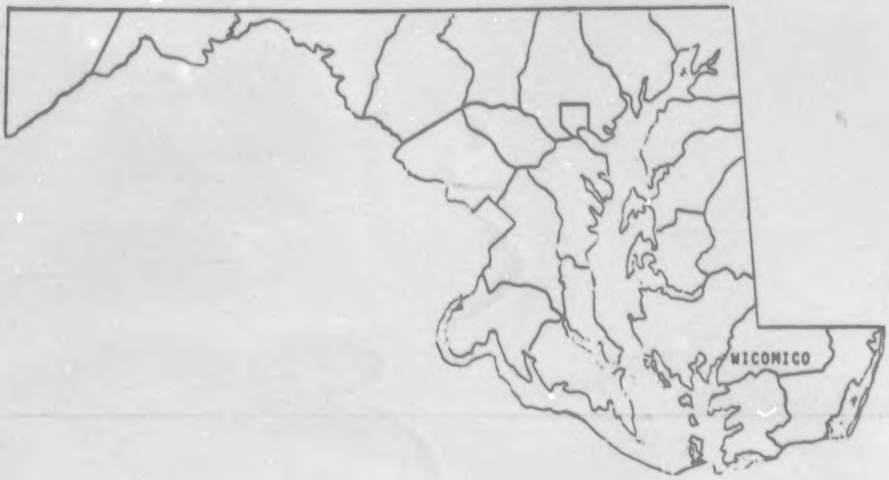
* SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

LOCAL SCHOOL SYSTEM LEVEL -- ACCOUNTABILITY ASSESSMENT INFORMATION

4.2.23 Wicomico County



A. Present Status of the Accountability Program

During 1973-74, county level educational goals in the specific areas of reading, writing, and mathematics were developed by members of the Division of Instruction using the format suggested by the Maryland State Department of Education. Descriptive statements were written explaining the intent of each goal and suggested means for achieving that goal. These county goals were then presented to school principals for review along with examples of school level educational objectives. Plans were made for faculty inservice meetings in each school to familiarize the staff with county level educational goals and to begin development of school level educational objectives.

During 1974-75, each school formed committees to develop a school philosophy and to outline school program objectives in the areas of reading, writing, and mathematics. Staff members from the Division of Instruction provided consultative services as requested. By mid-December, each school submitted a first draft to the central office.

These drafts were reviewed, returned to the school committee for revision and a second draft was submitted to the central office in February. The final, revised version of the document was presented to the entire school faculty for approval before being submitted to the central office on March 15, 1975.

B. Local Assessment Activities

Local assessment activities have included examining existing curricula in view of local goals and objectives. Assessment was made to ascertain whether: the goals and objectives were realistic and measurable; ample emphasis was placed on the teaching of the basic skills; and subject matter was functional or related to daily living.

School level goals and objectives in all subject areas have also been developed by secondary schools in the county.

The Vocational-Technical Center Program has been evaluated in terms of the performance objectives described in a new evaluation measure devised by the Maryland State Department of Education.

C. Comments on Accountability Assessment Results

During Spring 1975, the Iowa Tests of Basic Skills (ITBS) were administered for the second time. Since the tests have not been administered to the same students, it is difficult to determine progress, strength, or patterns. However, the 1975 test results indicate that Wicomico County compared favorably with the average scores for Maryland schools. Analysis of the results indicates improvement and progress over results from the previous year, particularly in the areas of reading comprehension and spelling. Ninth grade scores are consistently higher than the state average in all areas.

D. Program Modification Activities

Program modification and services to improve the quality of education have always been an ongoing concern in Wicomico County. An example of this county policy is the basic skills-oriented program in mathematics which has been implemented in the county. This program is structured to allow concentration on a specific skill until mastered. Greater stress has been placed on fundamentals of operations.

In addition, a workshop held during Summer 1975 used local and state program goals to develop new curriculum guides in mathematics.

In the language skills area, Grades K-8, a new program in grammar and composition is being used. This program agrees with the educational goals and objectives of Wicomico County and seems to provide appropriate training in the skills tested by the ITBS.

Workshops during Summer 1975 included survival reading for elementary and secondary teachers to prepare curriculum-oriented mini-units supplemented by related learning stations. The interest expressed by teachers was great enough to begin the second workshop in September to continue through the first semester.

E. Unmet Needs for Resources to Permit Improvement of Programs and Services

There is a need for additional inservice training, better staff differentiation and more effective use of ancillary personnel. All of these should help to bring about an improvement in the quality of education and bring the state and local accountability goals into better focus.

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
57,103	$10,206	17.9

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
10.8	11.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1974)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
13,796	$10,688	$16,290	12.5	21.4

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
16.7%	18.7	95.5%

C. FINANCIAL CHARACTERISTICS (FOR 1973-1974 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$918.27	$679.17	74.0%	$17.27

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
1.9%	$5.20	0.6%

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* SEE CHAPTER 3, PAGES 60-65, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

WICOMICO COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE*

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	1081	98.43	15	99.9	15.22	3.47	1.09
	5	1117	100.00	15	101.7	15.10	5.21	1.47
	7	1103	87.22	4	99.8	15.02	6.78	1.81
	9	1084	80.81	4	102.0	14.54	8.57	1.88
(2) READING COMPREHENSION	3	1081	98.43	15	99.9	15.22	3.61	1.18
	5	1117	100.00	15	101.7	15.10	5.33	1.43
	7	1103	87.22	4	99.8	15.02	6.94	1.67
	9	1084	80.81	4	102.0	14.54	8.53	1.73
(3) SPELLING	3	1081	98.43	15	99.9	15.22	4.30	1.31
	5	1117	100.00	15	101.7	15.10	5.75	1.70
	7	1103	87.22	4	99.8	15.02	7.23	2.03
	9	1084	80.81	4	102.0	14.54	8.80	2.06
(4) CAPITALIZATION	3	1081	98.43	15	99.9	15.22	3.83	1.27
	5	1117	100.00	15	101.7	15.10	5.34	1.63
	7	1103	87.22	4	99.8	15.02	6.89	1.97
	9	1084	80.81	4	102.0	14.54	8.82	2.07
(5) PUNCTUATION	3	1081	98.43	15	99.9	15.22	3.97	1.38
	5	1117	100.00	15	101.7	15.10	5.50	1.61
	7	1103	87.22	4	99.8	15.02	6.80	1.97
	9	1084	80.81	4	102.0	14.54	8.50	2.14

* SEE CHAPTER 3, PAGES 66-67, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE* (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	1081	98.43	15	99.9	15.22	3.65	1.35
	5	1117	100.00	15	101.7	15.10	5.34	1.69
	7	1103	87.22	4	99.8	15.02	6.96	2.04
	9	1084	80.81	4	102.0	14.54	8.63	2.13
(7) LANGUAGE TOTAL	3	1081	98.43	15	99.9	15.22	3.94	1.15
	5	1117	100.00	15	101.7	15.10	5.48	1.45
	7	1103	87.22	4	99.8	15.02	6.97	1.74
	9	1084	80.81	4	102.0	14.54	8.69	1.82
(8) MATHEMATICAL CONCEPTS	3	1081	98.43	15	99.9	15.22	3.53	.95
	5	1117	100.00	15	101.7	15.10	5.47	1.41
	7	1103	87.22	4	99.8	15.02	7.18	1.63
	9	1084	80.81	4	102.0	14.54	8.94	1.79
(9) MATHEMATICAL PROBLEMS	3	1081	98.43	15	99.9	15.22	3.37	.99
	5	1117	100.00	15	101.7	15.10	5.17	1.33
	7	1103	87.22	4	99.8	15.02	6.80	1.69
	9	1084	80.81	4	102.0	14.54	8.61	1.84
(10) MATHEMATICAL TOTAL	3	1081	98.43	15	99.9	15.22	3.45	.91
	5	1117	100.00	15	101.7	15.10	5.32	1.29
	7	1103	87.22	4	99.8	15.02	6.99	1.55
	9	1084	80.81	4	102.0	14.54	8.77	1.70

* SEE CHAPTER 3, PAGES 68-69, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

WICOMICO COUNTY

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES*

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975
NONVERBAL ABILITY	3	99.8	99.9
	5	101.3	101.7
	7	98.2	99.8
	9	103.2	102.0
VOCABULARY	3	3.44	3.47
	5	5.14	5.21
	7	6.76	6.78
	9	8.73	8.57
READING COMPREHENSION	3	3.56	3.61
	5	5.28	5.33
	7	6.86	6.94
	9	8.66	8.53
LANGUAGE TOTAL	3	3.88	3.94
	5	5.42	5.48
	7	6.77	6.97
	9	8.70	8.69
MATHEMATICAL TOTAL	3	3.47	3.45
	5	5.37	5.32
	7	6.94	6.99
	9	8.88	8.77

* SEE CHAPTER 3, PAGES 70-71, FOR DEFINITION OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD ALSO BE NOTED THAT THE SCORES REPORTED FOR YEAR I AND YEAR II ARE FROM DIFFERENT STUDENT POPULATIONS.

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE‡

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
BEAVER RUN	K,2-6	609	21.9	97.3	25.7	2.0	9.4	18.1	15.7	20.0	10.8	8652
DELMAR MARYLAND	K-6	964	26.4	96.7	34.5	2.0	10.7	27.5	16.8	15.6	10.6	8143
EAST SALISBURY	K,2-6	530	19.1	97.1	25.7	2.0	13.3	26.7	11.3	21.1	11.0	8891
FRUITLAND	K-6	888	20.4	96.2	40.5	3.0	13.3	18.6	8.4	19.1	11.1	9131
GLEN AVENUE	K,2-6	604	21.1	96.3	26.6	2.0	8.5	24.0	18.5	9.6	11.1	9493
NORTH SALISBURY	K,2-6	555	20.0	97.0	25.8	2.0	12.1	18.0	20.5	14.7	12.0	9399
NORTHWESTERN	PRE K-6	224	19.9	97.8	9.5	1.7	13.7	18.9	4.4	19.8	10.5	8113
PEMBERTON	K,2-6	189	15.6	96.8	11.1	1.0	19.8	13.0	20.7	20.8	11.4	8261
PINEHURST	K,2-6	519	17.0	98.8	28.5	2.0	12.7	23.0	14.1	4.6	12.3	10,398
POWELLVILLE	1-6	78	21.1	97.1	2.7	1.0	23.2	27.0	0.0	24.7	10.1	8743
PRINCE STREET	K,2-6	549	18.6	95.3	27.5	2.0	11.3	27.5	12.3	13.6	11.0	8931
SHARPTOWN	1-6	92	16.7	97.9	4.0	1.5	17.3	23.3	9.1	23.2	10.5	8113
WESTSIDE	PRE K-6	569	17.7	96.8	28.8	3.3	16.3	23.8	12.9	34.9	9.9	6611
WILLARDS	K-6	154	23.0	96.1	5.7	1.0	9.6	32.0	14.9	22.6	10.1	8743
PITTSVILLE	K-12	605	17.7	95.0	31.1	3.0	10.0	17.9	22.0	22.1	10.1	8743
BENNETT JR HIGH	7-9	1,461	20.9	93.5	67.0	3.0	8.8	17.5	12.9	19.8	11.2	8624
MARDELA SR JR HIGH	7-12	595	18.7	94.9	29.8	2.0	12.5	19.7	18.9	20.4	10.4	8001
WICOMICO JR-HIGH	7-9	1,353	20.0	93.8	64.5	3.0	10.6	18.7	23.7	13.9	11.1	8982

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‡ SEE CHAPTER 3, PAGES 72-73, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES‡

WICOMICO COUNTY
SCHOOL SYSTEM

SKILL AREAS

			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE	AVERAGE GE	MARYLAND NORM	DIFFERENCE
BEAVER RUN	3	100.6	3.45	3.57	-.12	3.38	3.64	-.26	3.82	4.02	-.20	3.41	3.65	-.24
	5	101.4	5.02	5.24	-.22	5.23	5.28	-.05	5.60	5.52	+.08	5.09	5.50	-.41
DELMAR MARYLAND	3	101.3	3.57	3.62	-.05	3.69	3.69	+.00	3.69	4.07	-.38	3.48	3.69	-.21
	5	102.0	5.00	5.30	-.30	5.24	5.33	-.09	5.08	5.57	-.49	5.30	5.54	-.24
EAST SALISBURY	3	95.7	3.38	3.26	+.12	3.43	3.31	+.12	3.76	3.70	+.06	3.31	3.36	-.05
	5	99.8	5.07	5.10	-.03	5.31	5.15	+.16	5.40	5.39	+.01	5.24	5.37	-.13
FRUITLAND	3	96.4	3.48	3.30	+.18	3.65	3.36	+.29	4.05	3.74	+.31	3.47	3.40	+.07
	5	103.0	5.45	5.39	+.06	5.50	5.42	+.08	5.62	5.65	-.03	5.21	5.62	-.41
GLEN AVENUE	3	100.2	3.47	3.55	-.08	3.74	3.61	+.13	4.17	4.00	+.17	3.41	3.62	-.21
	5	100.7	5.16	5.18	-.02	5.27	5.22	+.05	5.50	5.46	+.04	5.34	5.44	-.10
NORTH SALISBURY	3	98.9	3.21	3.46	-.25	3.42	3.52	-.10	3.73	3.91	-.18	3.27	3.55	-.28
	5	101.9	5.41	5.29	+.12	5.31	5.33	-.02	5.53	5.56	-.03	5.40	5.54	-.14
NORTHWESTERN	3	99.3	3.49	3.49	+.00	3.80	3.55	+.25	4.08	3.94	+.14	3.44	3.57	-.13
	5	105.1	5.00	5.57	-.57	5.20	5.60	-.40	5.64	5.83	-.19	5.10	5.79	-.69 *
PEMBERTON	3	104.9	3.74	3.85	-.11	3.55	3.93	-.38	4.16	4.31	-.15	3.75	3.90	-.15
	5	104.1	5.75	5.48	+.27	5.62	5.51	+.11	5.84	5.75	+.09	5.99	5.71	+.28
PINEHURST	3	105.6	3.96	3.90	+.06	4.06	3.97	+.09	4.32	4.35	-.03	3.60	3.94	-.14
	5	106.8	5.80	5.72	+.08	5.96	5.74	+.22	5.94	5.97	-.03	5.89	5.93	-.04
POWELLVILLE	3	95.3	2.97	3.23	-.26	3.47	3.28	+.19	3.67	3.67	+.00	3.40	3.34	+.06
	5	87.3	3.92	4.00	-.08	3.89	4.09	-.20	4.21	4.34	-.13	4.28	4.37	-.09
PRINCE STREET	3	97.6	3.41	3.38	+.03	3.44	3.44	+.00	3.81	3.82	-.01	3.33	3.47	-.14
	5	100.8	5.32	5.19	+.13	5.32	5.23	+.09	5.57	5.47	+.10	5.21	5.45	-.24
SHARPTOWN	3	98.8	3.64	3.46	+.18	3.83	3.52	+.31	4.32	3.90	+.42	3.49	3.54	-.05
	5	102.0	5.30	5.30	+.00	5.67	5.33	+.34	5.76	5.57	+.19	5.49	5.54	-.05
WESTSIDE	3	103.6	3.44	3.77	-.33	3.74	3.84	-.10	4.11	4.22	-.11	3.62	3.82	-.20
	5	103.0	4.89	5.39	-.50	5.09	5.42	-.33	5.60	5.65	-.05	5.27	5.62	-.35
WILLARDS	3	97.2	2.96	3.35	-.39	3.25	3.41	-.16	3.44	3.80	-.36	2.96	3.45	-.49 *
	5	98.3	4.99	4.97	+.02	5.07	5.02	+.05	5.15	5.26	-.11	5.44	5.25	+.19
PITTSVILLE	3	100.9	3.10	3.59	-.49	3.42	3.66	-.24	4.11	4.04	+.07	3.47	3.66	-.19
	5	95.0	4.91	4.68	+.23	5.08	4.74	+.34	4.84	4.99	-.15	5.11	4.99	+.12
	7	96.2	6.72	6.32	+.40	7.17	6.38	+.79 *	6.40	6.50	-.10	7.06	6.61	+.45
	9	101.4	8.52	8.43	+.09	8.89	8.37	+.52	8.21	8.40	-.19	9.02	8.52	+.50
BENNETT JR HIGH	7	100.2	6.93	6.76	+.17	7.11	6.78	+.33	7.20	6.88	+.32	7.16	7.02	+.14
	9	101.5	8.50	8.45	+.05	8.46	8.38	+.08	8.72	8.41	+.31	8.76	8.53	+.23
MARDELA SR JR HIGH	7	99.9	6.46	6.72	-.26	6.45	6.75	-.30	6.56	6.86	-.30	6.84	6.99	-.15
	9	99.8	8.25	8.25	+.00	8.38	8.19	+.19	8.52	8.24	+.28	8.69	8.35	+.34
WICOMICO JR HIGH	7	99.9	6.73	6.72	+.01	6.86	6.75	+.11	6.94	6.86	+.08	6.85	6.99	-.14
	9	103.2	8.74	8.64	+.10	8.57	8.58	-.01	8.78	8.58	+.20	8.76	8.72	+.04

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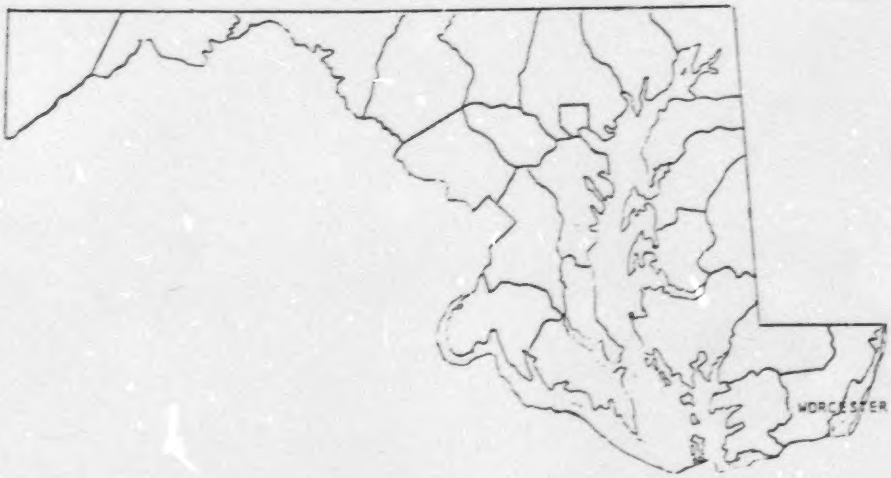
* SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

4.2.24 Worcester County



A. Present Status of the Accountability Program

The Worcester County Accountability Program during Year II was confined to assessment of students in Grades 3, 5, 7, and 9 by using the Iowa Tests of Basic Skills, the Cognitive Abilities Test, and objective-setting activities in the areas of reading, writing, and mathematics.

The staff of each Worcester County school was charged with the task of developing objectives that are consistent with the systemwide goals. Each elementary, middle and high school in Worcester County developed writing teams comprised of teachers and other appropriate resource personnel within the school system. All principals, resource teachers, elementary teachers, and those secondary teachers responsible for teaching reading, writing, and mathematics participated in objective setting activities. Each school submitted its objectives to the central office for review prior to April 1, 1975. Committees under the direction of the County Accountability Coordinator were established to review school objectives and recommend changes. School objectives were evaluated by the review committees using the following criteria:

- acceptable form,
- consistency with county and state goals,
- performance orientation, and
- method of evaluation.

After reviewing school objectives, the committees submitted their comments and suggestions to the Accountability Coordinator who informed each school of the acceptance of school objectives and made comments and suggestions for study and modification. Some general comments regarding the evaluation used by the review committees are as follows:

- Is the objective stated in acceptable form? School objectives were organized into a logical format. The language was precise and the objectives were easy to understand.
- Is the objective consistent with the county and state goals? All school objectives were organized under state and county goals. Objectives that appear to be inconsistent will be re-evaluated during the 1975-76 school year.
- Are the objectives performance-oriented? With few exceptions, all objectives were behaviorally stated in terms of pupil performance. Objectives were not minimal for all students, but were based on the level of study and/or ability of the students.
- Can the objectives be evaluated? Since school objectives were stated behaviorally, the evaluation was often a part of the objective. When this did not occur, the schools generally used descriptive words (e.g., some, most, few). Each descriptive word was keyed to a percentage range that is used to determine the degree to which the objective was accomplished (e.g., "some" is 25 percent to 40 percent.) Methods for testing the objective range from an informal teacher observation to student performance on standardized or criterion-referenced tests.

Three exemplary illustrations of the goal/objective setting process at the school level are as follows:

- Reading (Middle School) -- Using a variety of directional labels, most students completing level 5 will answer specific questions about the labels. Assessment: Criterion-referenced tests (most is 70 percent or higher).
- Writing (High School) -- Having strong feelings about an idea, a few students will be able to write a persuasive editorial or speech, observing accepted conventions of writing. Assessment: Teacher observation (few is 10 percent to 29 percent).
- Mathematics (Elementary-Kindergarten) -- Given a set of two-dimensional shapes, the student will recognize a circle, triangle, rectangle, square and elipse. Assessment: Teacher observation.

B. Local Assessment Activities

Assessment activities during the 1975-76 school year will be expanded to include a detailed analysis of the results of the Iowa Tests of Basic Skills and evaluation of school objectives in addition to the programs conducted during the 1974-75 school year. Each school will study the item analysis printouts and compare the performance level of Worcester County students with the national performance level. In areas of weakness, programs will be initiated to correct deficiencies. All Worcester schools will evaluate their school objectives and report their progress to the parents and the community at large.

C. Comments on Accountability Assessment Results

The results of the 1974-75 Iowa Tests of Basic Skills show a general improvement in Grades 3, 5, and 7 when compared with the 1973-74 results. In Grade 9 there was a decline in grade equivalent scores. This decline could be attributed to a decline in the scores on the Cognitive Abilities Test (IQ). It is hoped that the 1975-76 results, which will test comparable groups for the first time, will provide more insight on pupil progress in the Worcester County Schools.

D. Program Modification Activities

As a result of the 1973-74 testing program, teachers were made aware of the areas in which students were weakest. Program modifications were made to improve the teaching of skills tested in the areas of reading comprehension, language, and mathematics. It was hoped that improving reading comprehension skills would also improve the student's vocabulary.

During the 1974-75 school year, as a result of the accountability assessment program, modifications were made in school programs to improve reading at the high school level, to emphasize the basic language skills, and to do a better job in teaching mathematical facts. In addition, emphasis has been given to improving reference and library skills at all levels of instruction. A library test was developed and will be administered during the 1975-76 school year.

E. Unmet Needs for Resources to Permit Improvement of Programs and Services

Many of the program modifications that have resulted from the assessment program require minimal financing. On the other hand, some, such as reading, require significant expenditures for materials and inservice training. The Worcester County public schools are fortunate that the Board of Education and the Board of County Commissioners view education as a priority and have provided sufficient funding to support the program modifications as well as the accountability assessment program.

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
25,882	$8,730	21.5

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
9.7	10.5

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1974)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
6,528	$11,009	$19,392	9.7	21.2

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
12.5%	16.8	95.5%

C. FINANCIAL CHARACTERISTICS (FOR 1973-1974 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
$1,050.80	$774.03	73.7%	$17.73

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
1.7%	$3.19	0.3%

* SEE CHAPTER 3, PAGES 60-65, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

WORCESTER COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE‡

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY	3	436	96.10	6	98.7	15.22	3.38	1.11
	5	563	93.43	4	99.1	16.17	4.97	1.60
	7	533	90.62	3	98.3	15.41	6.35	1.72
	9	567	84.13	3	97.3	15.05	7.57	2.05
(2) READING COMPREHENSION	3	436	96.10	6	98.7	15.22	3.51	1.18
	5	563	93.43	4	99.1	16.17	5.07	1.59
	7	533	90.62	3	98.3	15.41	6.56	1.69
	9	567	84.13	3	97.3	15.05	7.90	1.87
(3) SPELLING	3	436	96.10	6	98.7	15.22	4.16	1.29
	5	563	93.43	4	99.1	16.17	5.39	1.81
	7	533	90.62	3	98.3	15.41	6.80	2.05
	9	567	84.13	3	97.3	15.05	7.68	2.37
(4) CAPITALIZATION	3	436	96.10	6	98.7	15.22	4.39	1.32
	5	563	93.43	4	99.1	16.17	5.42	1.77
	7	533	90.62	3	98.3	15.41	6.63	1.98
	9	567	84.13	3	97.3	15.05	7.54	2.36
(5) PUNCTUATION	3	436	96.10	6	98.7	15.22	4.48	1.45
	5	563	93.43	4	99.1	16.17	5.43	1.63
	7	533	90.62	3	98.3	15.41	6.53	2.02
	9	567	84.13	3	97.3	15.05	7.20	2.26

‡ SEE CHAPTER 3, PAGES 66-67, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE* (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT SCORES (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE	3	436	96.10	6	98.7	15.22	3.67	1.37
	5	563	93.43	4	99.1	16.17	5.09	1.81
	7	533	90.62	3	98.3	15.41	6.47	2.02
	9	567	84.13	3	97.3	15.05	7.31	2.12
(7) LANGUAGE TOTAL	3	436	96.10	6	98.7	15.22	4.18	1.22
	5	563	93.43	4	99.1	16.17	5.33	1.56
	7	533	90.62	3	98.3	15.41	6.61	1.77
	9	567	84.13	3	97.3	15.05	7.44	2.00
(8) MATHEMATICAL CONCEPTS	3	436	96.10	6	98.7	15.22	3.55	.95
	5	563	93.43	4	99.1	16.17	5.11	1.37
	7	533	90.62	3	98.3	15.41	6.63	1.51
	9	567	84.13	3	97.3	15.05	7.83	1.85
(9) MATHEMATICAL PROBLEMS	3	436	96.10	6	98.7	15.22	3.54	1.01
	5	563	93.43	4	99.1	16.17	5.13	1.35
	7	533	90.62	3	98.3	15.41	6.54	1.63
	9	567	84.13	3	97.3	15.05	7.70	1.94
(10) MATHEMATICAL TOTAL	3	436	96.10	6	98.7	15.22	3.55	.92
	5	563	93.43	4	99.1	16.17	5.12	1.28
	7	533	90.62	3	98.3	15.41	6.58	1.46
	9	567	84.13	3	97.3	15.05	7.77	1.77

* SEE CHAPTER 3, PAGES 68-69, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

WORCESTER COUNTY

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES‡

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975
NONVERBAL ABILITY	3	95.9	98.7
	5	98.8	99.1
	7	96.4	98.3
	9	97.3	97.3
VOCABULARY	3	3.22	3.38
	5	4.85	4.97
	7	6.14	6.35
	9	7.68	7.57
READING COMPREHENSION	3	3.34	3.51
	5	5.02	5.07
	7	6.43	6.56
	9	7.85	7.90
LANGUAGE TOTAL	3	3.90	4.18
	5	5.23	5.33
	7	6.44	6.61
	9	7.91	7.44
MATHEMATICAL TOTAL	3	3.44	3.55
	5	5.16	5.12
	7	6.48	6.53
	9	7.92	7.77

‡ SEE CHAPTER 3, PAGES 70-71, FOR DEFINITION OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD ALSO BE NOTED THAT THE SCORES REPORTED FOR YEAR I AND YEAR II ARE FROM DIFFERENT STUDENT POPULATIONS.

WORCESTER COUNTY (BISHOPVILLE - STEPHEN DECATUR SR JR HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD-VAN-TAGED (10)	MEDIAN EDUCA-TION OF MOTHER (11)	MEDIAN FAMILY INCOME ($) (12)
BISHOPVILLE	K-3	68	34.0	94.7	2.0	0.0	11.5	0.0	0.0	15.8	10.1	6230
BUCKINGHAM	K-4	586	17.7	96.5	32.0	1.0	7.7	19.0	9.1	21.9	10.3	7645
OCEAN CITY	K-5	477	19.3	94.7	23.7	1.0	10.8	15.5	8.1	14.2	12.0	7955
POCOMOKE	K-3	410	19.5	97.1	20.0	1.0	13.4	27.0	19.0	24.5	10.2	7241
SNOW HILL	K-3	486	17.3	96.8	27.0	1.0	10.3	33.0	10.7	23.5	10.1	7121
WHALEYSVILLE	K-3	51	17.0	96.1	3.0	0.0	10.8	0.0	0.0	23.6	10.1	6786
BERLIN MIDDLE	5-8	963	18.2	95.6	51.0	2.0	8.5	25.3	9.4	19.1	10.8	7644
POCOMOKE MIDDLE	4-8	644	16.1	96.8	38.0	2.0	11.7	25.7	10.0	23.0	10.2	7241
SNOW HILL MIDDLE	4-8	769	17.9	96.7	41.0	2.0	10.9	23.5	18.6	22.9	10.1	7122
POCOMOKE SR JR HIGH	9-12	538	16.8	96.8	30.0	2.0	11.3	12.3	12.5	24.1	10.2	7241
SNOW HILL SR JR HIGH	9-12	616	19.3	93.7	30.0	2.0	9.1	15.1	18.7	21.8	10.1	7122
STEPHEN DECATUR SR JR HIGH	9-12	889	18.1	92.3	48.0	1.0	9.2	22.1	16.3	19.8	10.8	7644

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* SEE CHAPTER 3, PAGES 72-73. FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES#

WORCESTER COUNTY
SCHOOL SYSTEM

			SKILL AREAS											
			VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE SAS	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE	AVERAGE GE	MARY-LAND NORM	DIFFER-ENCE
BISHOPVILLE	3	98.5	3.68	3.44	+.24	3.92	3.50	+.42	4.62	3.88	+.74 *	3.95	3.53	+.42
BUCKINGHAM	3	94.9	3.10	3.21	-.11	3.14	3.26	-.12	3.73	3.64	+.09	3.30	3.32	-.02
OCEAN CITY	3 5	108.2 105.5	3.70 5.92	4.06 5.61	-.36 +.31	3.91 5.96	4.15 5.63	-.24 +.33	4.32 6.39	4.53 5.86	-.21 +.53	4.02 5.66	4.09 5.82	-.07 -.16
POCOMOKE ELEMENTARY	3	97.3	3.76	3.36	+.40	3.83	3.42	+.41	4.76	3.80	+.96 *	3.64	3.46	+.18
SNOW HILL ELEMENTARY	3	97.4	3.07	3.37	-.30	3.26	3.42	-.16	3.92	3.81	+.11	3.33	3.46	-.13
WHALEYSVILLE	3	95.0	3.31	3.21	+.10	3.50	3.26	+.24	4.09	3.65	+.44	3.46	3.32	+.14
BERLIN MIDDLE	5 7	96.0 99.8	4.39 6.32	4.77 6.71	-.38 -.39	4.64 6.49	4.83 6.74	-.19 -.25	4.71 6.66	5.07 6.85	-.36 -.19	4.87 6.77	5.07 6.98	-.20 -.21
POCOMOKE MIDDLE	5 7	99.8 99.5	5.17 6.64	5.10 6.68	+.07 -.04	5.08 6.67	5.15 6.71	-.07 -.04	5.53 6.96	5.39 6.82	+.14 +.14	5.15 6.44	5.37 6.95	-.22 -.51
SNOW HILL MIDDLE	5 7	98.8 94.7	4.96 6.16	5.01 6.16	-.05 +.00	5.07 6.60	5.06 6.23	+.01 +.37	5.32 6.22	5.30 6.36	+.02 -.14	5.09 6.38	5.29 6.46	-.20 -.08
POCOMOKE SR JR HIGH	9	97.6	7.76	7.99	-.23	8.12	7.93	+.19	7.78	8.03	-.25	7.90	8.11	-.21
SNOW HILL SR JR HIGH	9	98.1	7.56	8.05	-.49	7.86	7.99	-.13	7.30	8.08	-.78	7.60	8.17	-.57
STEPHEN DECATUR HIGH	9	96.7	7.48	7.89	-.41	7.80	7.83	-.03	7.33	7.94	-.61	7.79	8.02	-.23

SEE CHAPTER 3, PAGES 74-75, FOR DEFINITION OF TERMS, EXPLANATION OF ASTERISK (*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

CHAPTER 5 PROGRAM COST COMPONENT

5.1 Maryland's Financial and Accounting Procedures

The Maryland State Department of Education (MSDE) has long recognized the necessity of maintaining a statewide uniform accounting system. Such a uniform system necessitates using a manual of instructions and codes which is subject to regular review and revision. Concurrent with the effort to revise the U.S. Office of Education Handbook II, Financial Accounting for Local and State School Systems, the MSDE began examining its Financial Reporting Manual, along with the early drafts of Handbook II, Revised, in the spring of 1972.

A representative committee of MSDE and local school finance personnel, after a year of study, recommended to the state superintendent that Handbook II, Revised be adopted by the MSDE. In the fall of 1973, a subsequent hearing with the State Board of Education ended with a charge to the MSDE to reconsider the adoption of Handbook II, Revised, since local superintendents objected strenously to its use. The objections involved the changes that would occur in local budgeting procedures and the relationship of local board budgets to local fiscal authorities. The superintendents were united in their objection to any change in the state law governing local fiscal relationships.

A committee was subsequently established to work on the revisions to the Maryland Financial Reporting Manual which would incorporate the Program, Planning and Budgeting System (PPBS) concepts of Federal Handbook II, Revised, but not violate local fiscal relationships. In the summer of 1974, the committee developed a draft manual and a procedure for maximum involvement of local fiscal personnel and superintendents. The final version of Maryland's manual will include the following sections:

Section A - Presently Adopted Manual
Section B - Program Reporting - Cost Accounting
  Part I - Classification and Definition of Revenue Accounts
  Part II - Classification and Definition of Expenditure Accounts
  Part III - Indirect Costs and Prorations
  Part IV - Implications of Program Reporting - Cost Accounting
  Part V - Program Definitions for Accountability
  Part VI - Reporting Procedures and Requirements

As of this writing, agreement has been reached and a final document is in preparation. The Revised Financial Reporting Manual will be implemented for use in reporting in Fiscal Year 1977.[1]

The revision provides for complete program accounting with a clear crosswalk to Federal Handbook II, Revised, while in no way altering the existing law. (See Figures 5.1 and 5.2.)

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[1] Maryland State Department of Education, Financial Reporting Manual Maryland Public Schools: Revised. The revised manual is currently being completed by the MSDE Governance Committee for the Maryland Financial Manual. This Revised Manual is scheduled for publication by January 1, 1976.

Figure 5.1

MARYLAND FINANCIAL REPORTING MANUAL

Proposed Revision to Financial Report Forms

Handbook II 1970	Categories				Handbook II, Revised 1974		
01.00	Administration				2000		
.10	General Support Services				2300		
.20	Board of Education					2310	
.30	Executive Administration					2320	
.50	Business Support Services				2500		
.51	Facilities Acquisition and Construction					2530	
.59	Other Business Support Services					2520	257
.60	Centralized Support Services				2600		
02.00	Instruction	Prek-6	Middle, Jr.	High	1000		
.10	Regular Programs				1100		
.11	Art	XXX	___	___			
.12	English Language Arts	XXX	___	___			
.13	Foreign Language	XXX	___	___			
.14	Industrial Arts	XXX	___	___			
.15	Mathematics	XXX	___	___			
.16	Media Services	XXX	___	___			
.17	Music	XXX	___	___			
.18	Physical Education	XXX	___	___			
.19	Science	XXX	___	___			
.20	Social Studies	XXX	___	___			
.21	Driver Education						
.22	Regular Day School	XXX	___	___			
.23	After School	XXX	___	___			
.24	Summer School	XXX	___	___			
.25	Other Regular Programs	___	___	___			
.30	Special Programs				1200		
.31	Programs for the Gifted and Talented					1210	
.32	Special Education Programs for the Handicapped					1220	
.33	Resource Room Programs						1221
.34	Self-Contained Programs						1222
.35	Home and Hospital Teaching						1223
.36	Other programs for the Handicapped						1229
.40	Adult Education				1300		
.41	School Administration				2400		
.50	School Instructional Support Services				2000		
.51	Instructional Direction Services				2330		
.52	Regular Programs						2331
.54	Special Education						2332
.55	Improvement of Instructional Staff					2210	
.56	Regular Programs						
.57	Special Education						
.58	Instructional Media Support					2220	
.60	Other Services						
.61	Guidance					2120	

Figure 5.1 (Continued)

Handbook II 1970		Handbook II, Revised 1974		
.62	Regular Programs			
.63	Special Education			
.64	Psychological Services		2140	
.65	Regular Programs			
.66	Special Education			
.67	Speech, Language, Audiology		2150	
.68	Regular Programs			
.69	Special Education			
.70	Diagnostic and Prescriptive Services		2160	
.71	Regular Programs			
.72	Special Education			
03.00	Pupil Personnel Services			
.01	Regular Programs			
.02	Special Education			
04.00	Health Services		2130	
.01	Regular Programs			
.02	Special Education			
05.00	Pupil Transportation		2550	
06.00	Operation of Plant		2540	
07.00	Maintenance of Plant		2540	
08.00	Fixed Charges	5000		
09.00	Food Services		2560	
10.00	Student Body Activities	2900		
.01	Athletics			2911
.02	School Entertainments			2912
.03	School Publications			2913
.04	Co-Curricular Activities			2914
.05	Materials Purchased for Resale		2920	
11.00	Community Services	3000		
.01	Nonpublic School Pupil Services	3700		
.02	Other Community Services	3800		
12.00	Capital Outlay			
13.00	Debt Service			
14.00	Outgoing Transfers	4000		
	Payments to Other Governmental Units (In-State)	4100		
	Payments to Other Governmental Units (Out-of-State)	4200		
	Transfer of Funds	4300		

Figure 5.2

MARYLAND FINANCIAL REPORTING MANUAL

Proposed Revision to Financial Report Forms

Objects

Handbook II 1970			Handbook II, Revised 1974	
Object	Subobject		Object	Subobject
.01		Salaries and Wages	10	
.02		Contracted Services	30	
	.01	Repair and Maintenance to Vehicles		32
	.02	Private Operators - Pupil Transportation		33
	.03	Public Carriers - Pupil Transportation		33
	.04	Bus Inspection - Pupil Transportation		33
	.05	Other		39
.03		Supplies and Materials	40	
	.01	Text Media		42
	.02	Library Media		43
	.03	Gasoline and Oil (Pupil Transportation and Driver Education)		46
	.04	Parts (Pupil Transportation and Driver Education)		47
	.05	Other		49
.04		Other Charges	20,60	
	.01	Travel Expenses - Pupil Transportation Only		33
	.02	Employee Retirement		20
	.03	Social Security		20
	.04	Other Employee Benefits		20
	.05	Insurance (Transportation and Driver Education		20
	.06	Other		60
.05		Land, Buildings, and Equipment	50	
	.01	Vehicles - Additional		55
	.02	Vehicles - Replacement		55
	.03	Equipment - Additional		54
	.04	Equipment - Replacement		54
	.05	Alterations to Buildings		52
	.06	Site Improvements		51

5.2 Reporting for Accountability

Initially, program cost reporting for accountability purposes will be at the level of the school system. Information for programs as outlined in the previous figures will show sufficient details for system-by-system comparisons of total and per-pupil costs. These data will be available for Fiscal Year 1977, and will appear in the Maryland Accountability Program (MAP) Report to be published in January 1978. In the interim, selected system level data from those school systems which conform to data used in the new manual will be collected for Fiscal Year 1976 and will be reflected in the January 1977 report. The Department plans to request data by individual schools from those school systems which are capable of producing such data for the MAP Report, Year IV, January 1978. However, it is presently uncertain that school level program cost data will be indeed valuable for accountability purposes. Until such time as sample data which can be analyzed are available, it is not known whether or not it is advisable to attempt to report at the school level. Should analyses show that school level data are indeed reliable and valuable, a request for the reporting of such data could be made. This step is contingent upon all local educational systems being able to develop or purchase the computer capabilities to accommodate the necessarily large volume of fiscal data processing.

At present, several school systems have this capability and other systems are in the process of developing it. It would appear that the following counties have financial accounting systems capable of school level program cost reporting:

Anne Arundel County
Baltimore County
Carroll County
Montgomery County
Prince George's County

The following school systems are either developing or implementing the capability:

Baltimore City
Frederick County
Howard County
Washington County
Charles County

The following counties have data processing capabilities and are revising their systems to provide program information, but not necessarily at the school level:

Caroline County
Cecil County
Charles County
Dorchester County
Garrett County
Harford County
Kent County
Queen Anne's County
St. Mary's County
Somerset County
Talbot County
Wicomico County
Worcester County

At this point in time, the status of the remaining counties, Allegany County and Calvert County, is uncertain.

The Maryland State Department of Education is encouraging local school systems to implement program budgeting and accounting procedures, and is providing consultative services to those systems which have expressed interest. It is our hope that the revised Financial Reporting Manual will encourage continued development in this area.

CHAPTER 6 SPECIAL EDUCATION COMPONENT

6.1 Special Education Program Activities in Maryland

6.1.1 Introduction

Two specific actions have occurred recently which have major significance for Maryland and its public school special education programs -- the enactment of the Special Education Bylaw 13.04.01.01, Programs for Handicapped Children, and a judicial decree rendered by Judge Raine. These two documents mandate that the State of Maryland and its counties must provide a free, publicly supported, and appropriate educational program for all handicapped children in the State of Maryland. As a result, there have been comprehensive planning and educational changes at state and local education agency levels. Extensive Five-Year Plans for Special Education Services have been submitted to the state by each local education agency (LEA). These plans form the foundation for delivering full service to all handicapped children by 1980.

Other major facets of special education activity in Maryland include:

- Approval of Nonpublic School/Institutions - The Division of Special Education, Maryland State Department of Education (MSDE), has assumed a responsibility for out-of-state nonpublic special education facilities for the handicapped. The approval process, which is currently in operation, assures quality programs for Maryland children in the nonpublic sector. In-state nonpublic special education facilities come under the jurisdiction of the Division of Accreditations and Certification, MSDE.

- Program Development - Federal monies entering Maryland provide fiscal resources to support special education programs. Since 1968, Federal aid has been primarily utilized for initiating program development at the local level, and for research/demonstration purposes at the state level. These funds will continue to be a catalyst to program development.

  Programs in early identification are currently in operation as are programs in mainstreaming, i.e., an effort to educate handicapped children in the least restrictive environment. A series of projects in areas of low incidence disabilities, e.g., vision impaired, emotionally impaired, hearing impaired, multiply handicapped, and severely and profoundly retarded, have been implemented; and a state interagency project for the deaf/blind child is also under way.

- Training Efforts - Through workshops, institutes, conferences and special projects, special education is training teachers needed for the programs for all handicapped children by 1980. Training programs for personnel involve a project for teachers to work with the severely and profoundly handicapped, and another for teachers to work with children with special needs in the regular classroom.

6.1.2 Future Program Goals

The goals for the immediate future correspond to the mandates of state and Federal legislation, i.e., appropriate and comprehensive programming for all handicapped children within Maryland by 1980. Trends which appear imminent include:

- A reorientation and realignment of regular and special education roles at all program levels. There is increasing recognition that the diagnostic and teaching skills of regular educators must be increased to meet the diverse educational needs of handicapped children within regular classroom environments.

- Emphasis on mainstream education, ensuring appropriate programs and services, and eliminating the stigma of labeling as well as educational segregation. Inherent to this are programs and services designed to meet individual rather than categorical needs.

- Public awareness of Maryland's handicapped population, and identification of educational programs and services for the handicapped as a major and ongoing social and financial commitment.

- Massive training/retraining activities initiated and continued to implement educational programs and services for severely and profoundly handicapped children. It is recognized that a large number of these children should and will be educated within the public schools during the current decade.

- Continued development of secondary school programs oriented toward career needs of the handicapped.

- Early educational assessment and programs designed to assist handicapped children in developing the potential for mainstreaming at school age.

6.1.3 Present Program Activities: State Education Agency (SEA) and Local Education Agency (LEA)

Special Services Information System (SSIS) and the Early Identification System (EIS)

Maryland is involved in the statewide identification of specific Special Education services provided to the handicapped child as well as services which are yet to be provided. This is being achieved through the implementation of a data system, i.e., the Special Services Information System (SSIS) and the Early Identification Subsystem (EIS) which collaborate the efforts of: (1) all state agencies dealing with handicapped children; (2) Federal and state programs to identify and provide service for handicapped children at both the preschool and school age levels; and (3) the existing Information and Referral System.

SSIS and EIS will increase public awareness of the need for identification of children requiring special services, and the need for the services themselves, through its newsletter and the work of the Parent/Interest Group Advisory Committee. Other projects include the coordination of information on developmentally disabled persons residing in Maryland, Delaware, Pennsylvania, Virginia, West Virginia, and the District of Columbia. This work is being done under a grant awarded by the Developmental Disabilities Regional Office in Philadelphia.

Early Identification of Potential Learning Disabilities, Kindergarten and First Grade Program

For early identification of potential learning disabilities on the kindergarten and first grade levels, guidelines were developed and disseminated to local education agencies, training institutions, state agencies, and other agencies responsible for handicapped children. Parents were apprised of this through PTA presentations, handouts, personal letters and onsite visitations. Supervisors, administrators and staffs were briefed in terms of the concept, the plan, screening and diagnosis, the educational management plan, service delivery, and the interdisciplinary team approach.

Local education agencies' Early Identification Plans were developed and reviewed for approval. Fifteen of Maryland's 24 local education agencies have already initiated Early Identification Programs in every elementary school within their jurisdictions. All of Maryland's elementary schools will have the Kindergarten - Grade One Early Identification Program by September 1976.

Special Projects for the Hearing Impaired

Beginning in 1972, special projects for the hearing impaired were initiated through reserve state funds. Emphasis was placed on parent and community awareness, interagency cooperation, and parent education and counseling in terms of identification, location and evaluation of these children at as early a date as possible. Local education agencies disseminated general and specific information to the public through newspapers and magazine articles, and as a result of this public outreach program, many parents brought their children to be identified and evaluated. Additionally, other parents were acquainted with the program through home visitations and biweekly meetings, and brought their children to be evaluated. Full educational services, including audiological assessment, are provided for hearing impaired young children identified through these programs.

Preschool Projects

Extensive identification and programming activities for the preschool handicapped child have been initiated through projects in Prince George's, Carroll, and Anne Arundel Counties. The potentially handicapped children 0-5 years old will be identified and followup services initiated in these local education agencies' projects. The following three projects will serve as models for the expansion of preschool services throughout the state.

1. Eastern Shore Regional Center for the Handicapped

A project was awarded to develop services for the low-incidence handicapped in the five-county area of Caroline, Dorchester, Kent, Queen Anne's, and Talbot Counties. Now, in the second year of the project, child identification has been completed and the programs have been initiated. Educational programs have been implemented within existing schools to serve handicapped children with low-incidence handicaps of visual impairment, physical impairment, and multiple handicaps.

2. Severely and Profoundly Handicapped Project (SPH)

With the implementation of the Severely and Profoundly Handicapped Project, children who have not received special services and children who have previously been served inappropriately are being identified, located, and evaluated. Programs and services are being developed which utilize the concepts of deinstitutionalization and a less restrictive environment. These projects are currently operating in three Centers for the Severely and Profoundly Handicapped, and in six Centers for the Emotionally Handicapped across the state. Such projects are also in operation in the Highland Health Facility.

Through interdisciplinary team efforts, school-age emotionally handicapped children who were previously excess-cost cases or institutionalized, and severely handicapped children from institutions or previously unserved are being identified, evaluated, and provided with special services.

3. Head Start

The Maryland State Department of Education's (MSDE) liaison with Head Start has provided for dissemination of information about and participation in training activities dealing with early identification, communicative impairments, and management of the handicapped child. However, participation in MSDE training efforts has been dependent upon the outreach of information within Head Start and, in many instances, critical services such as screening and diagnostic evaluation must be contracted out. Greater facilitation of services to the Head Start community appears to depend on closer cooperation between Head Start and related divisions in MSDE.

Continuum Programs

The Continuum consists of six programs which may take place within the regular public school, including:

1. Program I - The Regular Classroom

2. Program II - Adjunctive Services

Prevention, early identification, and intervention of potential problems which may interfere with learning and adjustment are the primary foci of this program. Psychologists, pupil personnel workers, nurses, and guidance counselors provide consultative services to parents, teachers, and pupils before the problem becomes a major handicap.

3. Program III - Diagnostic/Prescriptive Services

Children exhibiting a learning problem are referred to the diagnostic/prescriptive teacher for an educational assessment. An educational prescription, based on the child's learning profile and appropriate placement, is determined in cooperation with other professionals. The diagnostic/prescriptive teacher then interprets the learning profile, suggests methodology, prepares and demonstrates materials to be used in the remedial process, and provides continuous followup and supportive services.

4. Program IV - Itinerant Services

Group and individual services provided to children by itinerant specialists are included in this program. While they remain in the regular classroom to receive the bulk of their education with the rest of their peers, those children with visual, speech, hearing handicaps, and language impairments may receive services such as special instruction, therapy, and counseling. The itinerant specialist serves as a consultant to teachers in other continuum programs, as well as to regular class personnel, and demonstrates appropriate material and techniques used in working with children with vision, speech, hearing, and language handicaps.

5. Program V - Cooperative or Resource Services

The child assigned to a resource room spends part of the school day in this room, where he receives special tutorial assistance, and the remainder of the school day in the regular classroom. If progress is not evident, the child is referred back to the diagnostic/prescriptive teaching program (Program III) for reevaluation.

6. Program VI - Structured Learning Environment

The structured learning environment is established to provide concentrated services in a more intense setting to remediate educational needs. These services provide a small teacher-pupil ratio, extended scheduling, concentrated activities, and a controlled environment, and are designed to meet the more severe educational needs which are anticipated as requiring long-term intervention. The structured learning environment is designated as a corrective service to improve skills. If an individual child has the skills to function adequately in art, music, physical education, social studies, etc., he should receive these activities with his regular class.

There are presently 24 schools through the state offering continuum programs.

Grants to Nonpublic Preschool Facilities

The Montgomery County Easter Seal Center had a five-year demonstration grant to identify, locate, evaluate, and educate hearing and language impaired preschool children. Although the grant has terminated, services continue.

The Hearing and Speech Agency of Greater Baltimore received a grant (Hearing Impaired Program) to provide services in identification, location, evaluation, and education of hearing and language impaired infants and toddlers (0-3 years of age) residing in the city and metropolitan area.

Title VI, Part C Deaf/Blind Project

In 1972, program activities for deaf/blind children were begun. This is the third year of operation for this program. Classes are held at:

- Maryland School for the Blind
- Rosewood Center
- Highland Health Center
- Great Oaks

In connection with this project, Maryland State Department of Education (MSDE) will initiate and provide: (1) an interagency conference related to long range needs of the deaf/blind population as they reach possible employment levels and ages; and (2) a two-day parent/child live-in workshop which will include interdisciplinary approaches to deaf/blind, parent/child education.

- Title IV, Part C Innovative Programs

Some of the innovative programs for the handicapped are:

- Baltimore City Sickle Cell Anemia (Continuation Grant Second Year) - to identify, locate, and evaluate sickle cell children and provide them with home and hospital instruction.
- Montgomery County Early Services for Visually Handicapped Children (Continuation Grant for Curriculum, Development and Research) - to educate visually impaired children 0-5 years of age, and to test, revise, and disseminate curriculum guides and materials for their education.
- St. Mary's County Listen and Say Project (Continuation Grant, Second Year) - to identify and service some of the children with speech and language problems using regular classroom teachers trained by speech and language therapists.
- Garrett County Comprehensive Special Education and Correlated Programs for Youth - to identify and serve children in need of comprehensive special education services.
- Frederick County (Transient Adjustment Problems (TAP)) - to screen and evaluate adolescents ages 13-18 for potential transient adjustment problems by trained consultants from the Brook Lane Psychiatric Center.

Title I Programs for the Disadvantaged and Incentive and Urban Renewal Projects

All Title I children, with emphasis on Grades K-3, are screened and evaluated for specific learning disabilities, reading levels, etc. Children whose special needs would warrant: (1) special education services, particularly speech, language, and reading therapy; and (2) supportive services for prosthetic devices needed to learn, such as, eyeglasses, hearing aides, etc., are identified from this group.

Additionally, Incentive and Urban Renewal Project proposals are being submitted by the seven local education agencies which qualify for such programs. Some of these proposals will deal with child identification, location, and evaluation activities.

6.1.4 New Local Education Agency (LEA) Programs for 1975-76

The following are illustrations of new special education programs initiated at the LEA level during the 1975-76 school year:

ALLEGANY COUNTY

1 Hearing Impaired Class

ANNE ARUNDEL COUNTY

10 Emotionally Handicapped Classes
6 Multiply Handicapped Classes
2 Modified Self-Contained Hearing Impaired Classes

BALTIMORE COUNTY

1 Severely and Multiply Handicapped Preschool Class

BALTIMORE CITY

1 Multiply Handicapped Impaired Class
1 Severely and Profoundly Retarded Class
1 Secondary Hearing Impaired Class
2 Emotionally Disturbed Classes
24 Speech Therapy Classes
18 Continuum Programs
9 Communication Centers

CALVERT COUNTY

1 Language Development Resource Class
2 Self-contained Educable Mentally Retarded Classes
2 Emotionally Handicapped Resource Classes

CAROLINE COUNTY

1 Educable Mentally Retarded Modified Resource Room
1 Physically Disabled Class
2 Profoundly Retarded Classes

CARROLL COUNTY

1 Secondary Specific Learning Disabilities Resource Room

CHARLES COUNTY

1 Primary Emotionally Handicapped Class
1 Intermediate Emotionally Handicapped Class
1 Secondary Emotionally Handicapped Class
3 Self-Contained Specific Learning Disability Classes
10 Self-Contained Intellectually Limited Classes

DORCHESTER COUNTY

1 Severely and Profoundly Retarded Class

FREDERICK COUNTY

1 Preschool Therapeutic Class
1 Emotionally Handicapped Alternative Program Class
1 Transient Adjustment Problem II Class

GARRETT COUNTY

1 Continuum Program
1 Orthopedically Handicapped Class

HOWARD COUNTY

2 Preschool Developmentally Delayed Classes
1 Elementary Emotionally Handicapped Class
1 Middle School Emotionally Handicapped Class
1 Elementary School Specific Learning Disability Class
1 Middle School Specific Learning Disability Class
1 High School Modified Resource Room
2 Elementary Child Study Centers

KENT COUNTY

1 Severely and Profoundly Retarded Class

MONTGOMERY COUNTY

4 Emotionally Handicapped Classes
3 Specific Learning Disabilities Classes
3 Language Disability Classes
1 Severe Emotional Handicapped for Adolescents Class

PRINCE GEORGE'S COUNTY

4 Emotionally Handicapped Classes
1 Continuum Program
Early Identification Programs for the Multiply Handicapped
Multiply Handicapped Programs for the Severely and Profoundly Handicapped

QUEEN ANNE'S COUNTY

1 Continuum Program

ST. MARY'S COUNTY

2 Hearing Impaired Classes
2 Emotionally Handicapped Classes

TALBOT COUNTY

1 Hearing Impaired Class

WASHINGTON COUNTY

1 Learning Disabled Elementary Resource Room
2 Itinerant Speech Service Classes

WICOMICO COUNTY

1 Physically Handicapped/Multiple Handicapped Class
5 Secondary Resource Rooms

WORCESTER COUNTY

1 Continuum Program

6.1.5 Future Activities in Accountability

The field of special education is responding to the requests from its constituents that it be accountable for services. During the past year the state and the LEA's have established administrative goals for special education programs to meet the needs of all handicapped children. The implementation of these goals is further refined in a Five-Year Plan which each school system in the State of Maryland has submitted to the State Department of Education.

Steps must be taken at this time to develop accountability for programs for the individual child's development. The variability of special education programs, however, presents some serious problems with regard to this effort. The field of special education provides a broad range of services from full-day special service programs for emotionally impaired children to a "twice a week" service program for children with speech difficulties. With such a variance of services and needs, it is difficult to find a common denominator that will adequately represent a child's growth as a result of these services.

There are serious efforts under way within the State of Maryland to explore solutions to this problem. Marley Glen Special School in Anne Arundel County is presently participating as a pilot site in Maryland Alternative Accountability Pilot Project (MAAPP). Montgomery County Public Schools has initiated a program called "Individual Learning Continuums," which constitutes initial assessments involving criterion referenced assessment of basics in reading, writing, and arithmetic. In addition, a level of cognitive function is assessed by means of a series of tests which are designed to expand approximately two grade levels. An additional effort in accountability is under way through the Continuum Programs in the State of Maryland. This model includes pre- and post-tests in areas of reading, mathematics, and social skills.

During the forthcoming year, special educators will be scrutinizing these accountability models in order to formulate appropriate guidelines and procedures which will further expand an accountability program during the 1976-77 school year.

6.2 Development of Evaluation Designs for Special Education

6.2.1 General

The Maryland State Department of Education (MSDE) and the local school systems in Maryland are cooperatively participating in several evaluation studies of educational programs for handicapped children which include:

- The evaluation of the Continuum of Educational Service Program;
- The evaluation of Title VI-B Special Education Projects; and
- An evaluation of special programs for severely and profoundly handicapped children.

The evaluation of special education programs reflects an enlargement of MSDE goals.

6.2.2 The Evaluation of the Continuum of Educational Services Program

During the summer of 1975, the Impact V Continuum Summer Seminar/Workshop was held in three counties in Maryland: Allegany County, Dorchester County, and Anne Arundel County. This seminar/workshop was designed to provide skills and information to teachers planning to work in continuum schools during the 1975-76 school year.

This seminar/workship was evaluated to determine the extent of teachers' learning and their feelings about their experiences. Both cognitive and attitudinal instruments were constructed and administered to the teachers. In general, the results showed that: (1) teachers learned more skills and information than expected; (2) teachers' experience and workshop activities were professionally helpful; (3) pre- and post-test results showed that teachers had made positive gains in their content knowledge; and (4) test scores generally supported the teachers' positive feelings about the Impact V Continuum Summer Seminar/Workshop.

An important aspect of the overall continuum of educational services evaluation is the assessment of basic skills and school behavior of children referred to the continuum program. A major question being addressed is: Do children improve in reading skills, mathematics skills and school behavior as a result of being involved in the continuum program?

The Maryland State Department of Education and directors of special education in the local educational school systems devised an assessment design that will yield test scores for continuum students and help determine to what extent these students are growing in terms of reading, mathematics, basic concepts, and school behavior.

The following continuum evaluation assessment instruments were chosen:

- Boehm Test of Basic Concepts (BTBC -- 1971 education; Forms A & B);
- Classroom Reading Inventory (CRI -- 1974 edition; Forms A & B);
- Comprehensive Tests of Basic Skills (CTBS -- 1974 expanded edition Form F, both mathematics subtests);
- Iowa Tests of Basic Skills (ITBS -- 1971 edition, Form 5); and
- Pupil Behavior Inventory.

The assessment design is being implemented during the 1975-76 school year in all 20 continuum programs, and results should be available in July 1976.

6.2.3 The Evaluation of Title VI-B Special Education Projects

Maryland's 1976 grant award for Title VI-B of the Education of Handicapped Act has been approved, and evaluation was found to be an important component to the 17 projects contained within Title VI-B. The major evaluation tasks are as follows:

- Assisting local schools to state appropriate objectives for these projects;
- Creating and implementing an evaluation design for each project; and
- Participating in the followup audit of each Title VI-B Project.

These major evaluation tasks will be accomplished through the cooperative efforts of MSDE and local educational agency staffs. Such evaluation tasks will be conducted during the 1975-76 school year.

6.2.4 The Evaluation of Special Education Programs for Severely and Profoundly Handicapped Children

One critical area into which public schools are moving is that of providing educational programs for severely and profoundly handicapped children. The MSDE staff helped to conduct an evaluation of a workshop on precision teaching held during the summer of 1975. This workshop was designed to train teachers in the use of precision teaching techniques with severely and profoundly handicapped children. A followup study of these teachers will be conducted during the 1975-76 school year to determine the effectiveness of the summer workshop and also to provide information from which future workshops can be developed.

CHAPTER 7 PUPIL SERVICES COMPONENT

7.1 Introduction

Since 1972, the philosophical orientation of pupil services in Maryland has shifted its emphasis from crisis intervention programming to a three-pronged effort of preventative-developmental activities for students at all levels of the educational establishment, increased involvement of pupil service practitioners[1] within the mainstream of the educational process, and structured, program-planning approaches for meeting student needs. In contrast, pupil services programs have traditionally and primarily assisted student adjustment to the school environment.

Responding to Maryland State Board of Education priorities, statewide needs assessment studies and information from local education professionals, state leadership personnel has generated the following major goals:

- To enable students to enjoy and benefit from the school experience;
- To help students plan, make decisions, and take independent action on career and other life choices; and
- To aid students in learning effective skills for personal and social development.

7.2 Planning for Accountability in Pupil Services

From this perspective, a planning model for the development of programs was created. This model guides local staff by helping them systematically determine student needs and, in turn, provide activities which meet these needs. The process includes collecting information, developing specific objectives, and providing proper staff, materials, equipment, and facilities, as well as the evaluation of program processes and outcomes. Several model projects using this design are currently in progress in local school districts.

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[1] School counselors, psychologists, career development specialists, and pupil personnel, social and health workers function as pupil services practitioners.

In regional meetings across Maryland, local and state pupil services supervisory staff have explored specific program objectives for the three above-mentioned goals. An accountability statement, based on material developed by these regional groups, has been drafted. Samples of the working copy of the accountability document appear in Figure 7.1 on the following page.

In reading the illustration of the proposed design of the accountability document and several sample outcomes, it is important to note that these are drafts and subject to modification during the development process. Furthermore, the accountability document which is planned for completion by January 1977 will represent a first step in a gradual phase-in of student and staff outcomes. The length of time required for generating a comprehensive pupil services accountability-planning system has not yet been determined. One feature of the system will be its flexibility in terms of the changing needs of the client population and other aspects of the educational environment.

This draft document will be disseminated to local pupil services and administrative and instructional personnel, as well as to students, parents, and professional organization representatives. Responses will be synthesized, and a new draft presented to the appropriate administrative groupings within the Department for formal action.

Figure 7.1 Sample Items from Draft Document on Accountability in Pupil Services

OUTCOMES	SUGGESTED STRATEGIES	EVALUATION PROCEDURES	TARGET POPULATION	RESPONSIBLE PERSON
Selected teachers participating in training program will demonstrate a knowledge of learning principles which reinforce the successful learning-teaching of students.	Organize and conduct training programs (K-12) on: 1. Developmental task concepts 2. Classroom management techniques 3. Curriculum program planning 4. Identification of and teaching response to student strengths and weaknesses	1. Observation 2. Self-report 3. Tests 4. Qualitative evaluation of performance 5. Frequency counts 6. Records review	Teachers	Psychologists Other pupil services staff Curriculum specialists Consultants
Students will demonstrate awareness of personal health Status.	1. Health screening 2. Communication of results of screening to students, parents, appropriate staff	1. Structured interview with random sample of students (K-5) 2. Student, parent health questionnaires (6-12)	K-12 students	School Nurse-PHN Health aid Volunteers Physicians Health Department Staff
Students that withdraw from school will have knowledge of options open to them and a plan of action to follow.	1. Directing students to alternative programs 2. Refer case 3. Individual counseling 4. Exit planning conference	1. Longitudinal study 2. Self-report 3. Data review 4. Agency report	Secondary School	Pupil personnel workers
Students participating in development guidance programs will: 1. Identify personal behaviors which they want to change. 2. Develop a plan for changing these identified behaviors.	In individual or group sessions, teach how to identify behaviors of concern and develop strategies for changing these behaviors.	1. Self-reporting 2. Pre-post test of skills taught	K-12	Counselor Teacher
Students will demonstrate the following skills in a systematic decisionmaking process: 1. Defining the problem 2. Processing information 3. Identifying a variety of alternatives 4. Examining the consequences of the alternatives 5. Implementing a course of action 6. Accepting the outcome of the decision	1. Group guidance sessions on decisionmaking skills 2. Counselors will cooperate with teachers in teaching decisionmaking skills 3. Teach decisionmaking skills in appropriate individual counseling sessions 4. Peer counseling	1. Random sampling of students will list the six steps in decisionmaking 2. Random sampling of students will demonstrate decisionmaking skills in simulated situations 3. Student self-report on use of decisionmakingg skills.	Intermediate grades Junior/Middle	Counselors Teachers

Current plans call for an initial phase of the pupil services accountability document to be published in the January 1977 edition of the state's accountability program report. Implementation activities will begin during the current fiscal year to enable local staffs to engage in data collection, including student needs assessment, to develop skills in the use of such information for the modification of existing programs (where necessary), and to report on selected program objectives.

The parameters of the Maryland State Department of Education Education (MSDE) pupil services activities have been defined in in three areas: (1) student affairs; (2) career education; and (3) personal-social development. Within each area, teams of pupil services professionals from the Pupil Services Section provide leadership, staff training, and consultative services to students, teachers, counselors and other pupil services practitioners, administrators, and supervisors throughout the state.

Through the cooperative efforts of local and state pupil services staff, the MSDE is seeking to bring about effective and accountable delivery of the various pupil services to Maryland students, parents, and school personnel.

APPENDIX A THE MARYLAND EDUCATIONAL ACCOUNTABILITY ACT

Public School Laws of Maryland

EDUCATIONAL ACCOUNTABILITY

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Introduction

AN ACT to add new Section 28A to Article 77 of the Annotated Code of Maryland (1969 Replacement Volume), title "Public Education," subtitle "State Superintendent of Schools," to follow immediately after Section 28 thereof, to provide for a program of educational accountability for the public schools of Maryland; and to generally relate thereto.

WHEREAS, The goal of this Act is to assure that all public school students, throughout the State of Maryland, have access to an education that will enable them to function to the best of their abilities as informed citizens. Each student has the right to expect his school and school system to provide adequate instruction in the minimum skills necessary to master effective verbal and written communication. In addition, each student should have access to mathematical, scientific and technical knowledge so that he will be able to function adequately in this complex age. Further, each student should be able to understand our government so that he may participate effectively in all of the duties and rights of citizenship. All students, whether normal, handicapped or exceptional, have the right to expect their schools and school systems to provide the opportunities to help each individual realize his fullest potential.

The purposes of this Act are to provide for the establishment of educational accountability in the public education system of Maryland, to assure that educational programs operated in the public schools of Maryland lead to the attainment of established objectives for education, to provide information for accurate analysis of the costs associated with public education programs, and to provide information for an analysis of the differential effectiveness of instructional programs; now, therefore,

Article 77, Section 28A (1972)

SECTION 1. Be it enacted by the General Assembly of Maryland, That a new Section 28A be and it is hereby added to Article 77 of the Annotated Code of Maryland (1969 Replacement Volume), title "Public Education," subtitle State Superintendent of Schools," to follow immediately after Section 28 thereof, and to read as follows:

28A.

(a) Education accountability program. The State Board of Education and State Superintendent of Schools, each Board of Education and every school system, and every school, shall implement a program of education accountability for the operation and management of the public schools, which shall include the following:

(1) The State Board of Education and the State Superintendent of Schools shall assist each local school board and school system in developing and implementing educational goals and objectives in conformity with statewide educational objectives for subject areas including, but not limited to, reading, writing and mathematics.

(2) Each school, with the assistance of its local board of education and school system, shall survey the current status of student achievement in reading, language, mathematics, and other areas in order to assess its needs.

(3) Each school shall establish as the basis of its assessment project goals and objectives which are in keeping with the goals and objectives established by its board of education and the State Board of Education.

(4) Each school, with the assistance of its local board of education, the State Board of Education and the State Superintendent of Schools, shall develop programs for meeting its needs on the basis of priorities which it shall set.

(5) Evaluation programs shall concurrently be developed to determine if the goals and objectives are being met.

(6) Re-evaluation of programs, goals and objectives shall be regularly undertaken.

(b) The State Department of Education shall assist the local boards of education in establishing this program by providing guidelines for development and implementation of the program by the local boards, and by providing assistance and coordination where needed and requested by those boards.

(c) Beginning on July 1, 1973, the State Board of Education, upon recommendation of the State Superintendent of Schools, shall include in its annual budget request such funds as it deems necessary to carry out the provisions of this Act.

(d) During January, 1975, and each January thereafter, the State Superintendent of Schools shall transmit to the Governor and to the General Assembly a report which includes, but is not limited to documentation indicating the progress of the State Department of Education, the local boards of Education and each school in the State, toward the achievement of their respective goals and objectives and recommendations for legislation which the State Board of Education and the State Superintendent of Schools deem necessary for the improvement of the quality of education in Maryland.

SECTION 2. And be it further enacted, that this Act shall take effect July 1, 1972.

Amendment to Article 77, Section 28A (1975)

AN ACT concerning

Education -- Evaluating Accountability

FOR the purpose of prohibiting national standardized testing from being used exclusively to evaluate [[education]] educational accountability.

SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND, That new Section 28A(e) be and it is hereby added to Article 77 -- Public Education, of the Annotated Code of Maryland (1969 Replacement Volume and 1974 Supplement) to read as follows:

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.
[Brackets] indicate matter stricken from existing law.
[[Double brackets]] indicate matter stricken out of bill.
Underlining indicates amendments to bill.

28A.

(E) NATIONAL STANDARDIZED TESTING MAY NOT BE USED AS THE EXCLUSIVE MEASURE FOR EVALUATING [[EDUCATION]] EDUCATIONAL ACCOUNTABILITY.

SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect September 1, 1976.

APPENDIX B STATEWIDE GOALS IN READING, WRITING, AND MATHEMATICS (APPROVED 6/20/73)

Students in the public school systems of Maryland, upon completion of programs in reading, writing, and mathematics established by the local school, should achieve at least a minimum level of skills, and should be able to use these skills in everyday life. The established goals in each of these three areas include:

Goals in Reading

1. UTILIZE A VARIETY OF READING MATERIALS
2. USE A WORD RECOGNITION SYSTEM
3. COMPREHEND VARIOUS READING MATERIALS
4. MEET THE READING DEMANDS FOR FUNCTIONING IN SOCIETY
5. SELECT READING AS A PERSONAL ACTIVITY

Goals in Writing

1. USE THE WRITING PROCESS TO COMMUNICATE PERSONAL FEELINGS AND IDEAS, OBSERVING ACCEPTED CONVENTIONS OF WRITING
2. USE THE WRITING PROCESS TO RESPOND TO THE DEMANDS AND OBLIGATIONS OF SOCIETY, OBSERVING ACCEPTED CONVENTIONS OF SOCIETY
3. VALUE WRITING FOR PERSONAL AND SOCIAL REASONS

Goals in Mathematics

1. RECALL AND/OR RECOGNIZE MATHEMATICAL DEFINITIONS, FACTS, AND SYMBOLS
2. PERFORM MATHEMATICAL MANIPULATIONS
3. UNDERSTAND MATHEMATICAL CONCEPTS AND PROCESSES
4. SOLVE SPECIFIC MATHEMATICAL PROBLEMS
5. USE MATHEMATICAL REASONING AND PROCESSES TO MEET PERSONAL AND SOCIETAL NEEDS
6. APPRECIATE AND USE MATHEMATICS

Goals in Reading

Each Maryland student who has achieved the objectives for reading established by the local school, should:

1. UTILIZE A VARIETY OF READING MATERIALS

In this goal, a student identifies his own purposes for using reading materials, and from a wide variety of available materials, selects those which are suitable in level of difficulty and in content. Such materials include both print (e.g., books, newspapers, periodicals, vertical files, documents) and non-print (e.g., films, records, transparencies, maps, globes, charts).

2. USE A WORD RECOGNITION SYSTEM

The achievement of this goal enables a student to perform two tasks which are basic to success in reading. First, he knows and can apply a system for recognizing unfamiliar words. Secondly, he can instantaneously and simultaneously pronounce words and determine their meaning in a particular context. Such a system includes the use of the necessary picture, context, structural, phonic, and authority (i.e., glossary, dictionary) clues.

3. COMPREHEND VARIOUS READING MATERIALS

To accomplish this goal, the student must think literally, critically, and creatively about the intent of the communication. Thus, the student must develop a method for using the pattern of thought in the message in order to understand the meaning and to draw inferences. In this process, he uses his own experiences and knowledge about the content to ask a variety of questions and to find suitable answers to these.

4. MEET THE READING DEMANDS FOR FUNCTIONING IN SOCIETY

This goal prepares the student to survive in society by helping him to cope with everyday reading experiences, (i.e., following directions, locating references, gaining information, understanding forms, and attaining personal development). Since it establishes minimum performance levels for students, this goal is of prime importance.

5. SELECT READING AS A PERSONAL ACTIVITY

The essence of this goal is the student's personal enjoyment and appreciation of the reading process whereby he can and does read. The development of such a positive attitude must not be left to chance, but instead it must include the continuous building of reading interest, desire, and habit as an integral part of all reading instruction throughout the State.

Goals in Writing

Each Maryland student who has achieved the objectives for writing established by the local school, should:

1. USE THE WRITING PROCESS TO COMMUNICATE PERSONAL FEELINGS AND IDEAS, OBSERVING ACCEPTED CONVENTIONS OF WRITING

The essential feature of this goal is free expression. The student has something personal he wants to express for his own use or to communicate to others. Accepted conventions of writing include items like spelling, grammar, usage, and sentence structure, which are generally accepted as correct by society.

2. USE THE WRITING PROCESS TO RESPOND TO THE DEMANDS AND OBLIGATIONS OF SOCIETY, OBSERVING ACCEPTED CONVENTIONS OF SOCIETY

In this goal, the student responds because he has been asked to write or because he finds himself in a situation that requires him to write. This would include social correspondence, business transactions, and scholastic writing Organization, development, and form of writing would be important as well as the mechanics of writing.

3. VALUE WRITING FOR PERSONAL AND SOCIAL REASONS

This goal focuses upon attitudes about writing and upon typical writing behavior. The student recognizes the value of writing in his own daily life and for society in general, is willing to write in response to impulse or requirement, and gets satisfaction from writing something well.

Goals in Mathematics

Each Maryland student who has achieved the objectives for Mathematics established by the local school, should:

1. RECALL AND/OR RECOGNIZE MATHEMATICAL DEFINITIONS, FACTS, AND SYMBOLS

These are the simplest of mathematical tasks but are an essential aspect of achievement. The level of difficulty in this category will depend more on exposure to the material and on memory than on developed skill.

2. PERFORM MATHEMATICAL MANIPULATIONS

The tasks in this category require the individual to carry out single operations and procedures (or sequences of these) that have been previously learned and are specifically requested. Such tasks will require developed skill but will not require any decision as to which process or sequence of processes is needed (e.g., algorithm). It is in this category that all straightforward computation is included from simple addition to operations with complex numbers; it also includes solution of equations, evaluation of functions, etc. In any case the tasks the individual is required to perform involve only the rote application of learned techniques.

3. UNDERSTAND MATHEMATICAL CONCEPTS AND PROCESSES

In this category the individual will perform tasks which include the following possible kinds of translations within a mathematical context:

- Verbal to mathematical (e.g., words to symbols)
- Mathematical to verbal (e.g., symbols to words)
- Mathematical to mathematical (e.g., translating from one kind of representation to another like an equation to a graph of the equation)
- Mathematical to physical (e.g., use of charts to explain fractions)
- Physical to mathematical (e.g., developing formulas for physical)
- Verbal to verbal (e.g., explanation)

4. SOLVE SPECIFIC MATHEMATICAL PROBLEMS

This goal requires the individual to demonstrate the ability to select knowledge, skills, information, and techniques needed to solve a particular problem and to apply such ability in actually solving the problem.

Included will be tasks ranging from routine to unfamiliar, from specific to abstract, and from those whose solutions are straightforward to those which require ingenuity and insight.

Included will be much of the consumer mathematics used by the majority of adults. Also included will be the ability to follow a proof, find a flaw in a proof, construct a deductive proof (as in a geometry problem).

The common characteristic of tasks in this category will be that they require the individual to analyze a problem and determine a sequence of steps which will lead to a clearly specified outcome (whether the outcome is finding the cost of a purchase or proving a theorem).

5. USE MATHEMATICAL REASONING AND PROCESSES TO MEET PERSONAL AND SOCIETAL NEEDS

This category is a combination of those mathematical abilities which are open-ended and those which require the use of mathematical techniques and patterns of thought in an independent and constructive way.

Tasks in this category require the ability to transfer and utilize knowledge in new situations, to recognize patterns, to draw conclusions from given data, to plan for the future on the basis of present information, and to use mathematical reasoning to make optimum decisions.

Tasks in this category also require the ability to recognize the existence of a problem, to state it formally, to formulate hypotheses, and to ascertain if the problem has a unique solution. Making judgments about the sufficiency of conditions and the determination of the minimum conditions necessary for proof, the disproof of the hypotheses by counterexample, and proof by induction all come under this heading.

6. APPRECIATE AND USE MATHEMATICS

A. RECOGNIZE THE IMPORTANCE AND RELEVANCE OF MATHEMATICS TO THE INDIVIDUAL AND TO SOCIETY.

This goal does not necessarily involve enjoyment of mathematics or participation in the development of ideas, but rather it focuses on the acceptance of mathematics as being worthwhile -- i.e., the individual recognizes that mathematics is necessary whether or not he uses it or enjoys studying it. For example, the individual should recognize the contribution that mathematics has made to the progress of civilization, especially in the sciences. There should also be appreciation of the elegance, economy, and techniques of mathematics.

B. ENJOY MATHEMATICS.

Emphasis should be placed on the enjoyment involved in acquiring a knowledge of mathematics and in the satisfaction gained from using it rather than on the amount that is learned. Similarly, it is hoped that the individual would not dislike or fear mathematics.

C. USE THE CONTENT AND TECHNIQUES OF MATHEMATICS.

When the mathematics is relevant and appropriate, individuals should use what they have learned.

D. PARTICIPATE IN THE LEARNING OF MATHEMATICS BEYOND THAT WHICH IS MERELY REQUIRED AND ACTIVELY SEEK TO FURTHER PERSONAL DEVELOPMENT IN THE AREA OF MATHEMATICS.

The goal relates to the individual's development of a curiosity about mathematics as well as a readiness to engage in activities in this area (i.e., independent of school and/or job assignments). In contrast to the objectives in other categories, independent action rather than reaction is stressed. This goal emphasizes that the individual should actively seek participation and further development of his skills in mathematics. This is opposed to merely passing judgment or using the principles learned when this was required.

APPENDIX C SCHOLASTIC APTITUDE AND ACADEMIC ACHIEVEMENT OF SELECTED COLLEGE-BOUND HIGH SCHOOL SENIORS IN MARYLAND COMPARED WITH A NATIONAL SAMPLE*

One way of getting an indication of the effectiveness of school systems in Maryland is to compare the performance of Maryland students on the Admission Testing Program (ATP), administered by a nonpublic national organization, the College Entrance Examination Board, with student performance across the country. The ATP is organized to help higher educational institutions select students for admission.

In the two-battery series of ATP, i.e., Scholastic Aptitude Test (SAT) and Achievement Tests, the mean scores of Maryland high school seniors for the year 1974-75 were generally higher than national norms. Tables C-1 and C-2 present the comparison of Maryland high school seniors with the national sample on the Scholastic Aptitude Test and Achievement Test Scores, respectively.

Table C-1 shows that during 1974-75, the mean of Maryland students for the SAT was two points higher than the national sample for the Verbal Section, but on the mathematics section of the SAT, the mean of Maryland students was one point lower than the national sample.

Table C-2 reveals that during the same year the achievement means of Maryland students were 23 points above the national mean for English Composition, 13 points higher in Mathematics Level 1, 21 points higher in Mathematics Level 2, 18 points higher in Biology, 13 points higher in Chemistry, 29 points higher in American History, and 3 points higher in French.

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*Source: College Board ATP Summary Reports 1974-75 Maryland High School Seniors and College Bound Seniors, 1974-75. Princeton, N.J.: College Entrance Examination Board, Admissions Testing Program.

It may be pointed out that since the students from Maryland took the test voluntarily, they may not be representative of all high school seniors in the state. However, the consistently higher means for Maryland students as compared with the national sample, with the exception of the math section of SAT, provide some indication of the effectiveness of school systems in Maryland.

STATE LEVEL

Table C-1

SCHOLASTIC APTITUDE TEST (SAT) SCORES OF SELECTED COLLEGE-BOUND HIGH SCHOOL SENIORS IN MARYLAND COMPARED WITH A NATIONAL SAMPLE FOR 1974-75

SCORE	VERBAL				MATH			
	MARYLAND SAMPLE		NATIONAL SAMPLE		MARYLAND SAMPLE		NATIONAL SAMPLE	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
750-800	51	0	1,937	0	265	1	9,381	1
700-749	251	1	9,443	1	673	2	23,624	2
650-699	651	2	22,077	2	1,115	4	43,040	4
600-649	1,335	5	45,676	5	2,068	8	79,471	8
550-599	2,236	8	77,560	8	2,989	11	107,433	11
500-549	3,383	12	125,273	13	4,169	15	149,850	15
450-499	4,406	16	159,618	16	4,241	16	157,362	16
400-449	4,707	17	178,397	18	3,966	15	142,166	14
350-399	4,202	15	158,436	16	3,657	13	137,475	14
300-349	3,297	12	119,875	12	2,526	9	93,437	9
250-299	1,781	7	65,105	7	1,314	5	45,392	5
200-249	904	3	33,031	3	220	1	7,760	1
NUMBER	27,204		996,428		27,203		996,391	
MEAN	436		434		471		472	
STD. DEV.	110		109		115		115	

STATE LEVEL

TABLE C-2

ACHIEVEMENT TEST SCORES OF SELECTED COLLEGE-BOUND HIGH SCHOOL SENIORS IN MARYLAND COMPARED WITH A NATIONAL SAMPLE FOR 1974-75

SCORE	ENGLISH COMPOSITION				MATH LEVEL I				MATH LEVEL II			
	MARYLAND SAMPLE		NATIONAL SAMPLE		MARYLAND SAMPLE		NATIONAL SAMPLE		MARYLAND SAMPLE		NATIONAL SAMPLE	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
750-800	109	2	2,771	1	85	2	3,376	2	243	26	6,712	23
700-749	267	5	7,562	4	214	6	8,161	5	212	23	5,147	18
650-699	519	10	16,156	8	454	13	16,182	10	191	21	5,965	20
600-649	734	14	24,206	11	633	17	24,196	15	131	14	5,090	17
550-599	852	16	31,500	15	597	16	24,671	16	66	7	2,874	10
500-549	917	18	35,602	17	649	18	29,151	18	34	4	1,357	5
450-499	711	14	34,197	16	480	13	24,866	16	20	2	944	3
400-449	585	11	30,092	14	335	9	16,760	11	11	1	585	2
350-399	349	7	19,641	9	115	3	7,690	5	7	1	410	1
300-349	136	3	8,255	4	62	2	2,664	2	2	0	203	1
250-299	31	1	1,754	1	6	0	333	0	0	0	38	0
200-249	2	0	116	0	0	0	11	0	1	0	9	0
NUMBER	5,212		211,852		3,630		158,061		918		29,334	
MEAN	538		515		558		545		68[illegible]		660	
STD. DEV.	107		107		100		102		[illegible]2		102	

Table C-2 (continued)

ACHIEVEMENT TEST SCORES OF SELECTED COLLEGE-BOUND HIGH SCHOOL SENIORS IN MARYLAND COMPARED WITH A NATIONAL SAMPLE FOR 1974-75

SCORE	BIOLOGY				CHEMISTRY			
	MARYLAND SAMPLE		NATIONAL SAMPLE		MARYLAND SAMPLE		NATIONAL SAMPLE	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
750-800	42	4	2,004	4	31	4	1,655	5
700-749	76	7	3,123	7	83	11	2,693	8
650-699	138	13	4,556	10	102	13	3,953	12
600-649	165	15	6,026	13	127	17	4,778	14
550-599	203	19	6,756	15	128	17	5,549	17
500-549	147	14	7,581	16	127	17	5,696	17
450-499	139	13	6,427	14	108	14	4,752	14
400-449	97	9	5,127	11	56	7	2,868	9
350-399	42	4	3,188	7	6	1	971	3
300-349	16	1	1,287	3	0	0	138	0
250-299	6	0	294	1	0	0	3	0
200-249	0	0	14	0	0	0	0	0
NUMBER	1,071		46,383		768		33,056	
MEAN	562		544		582		569	
STD. DEV.	107		115		97		103	

SCORE	AMERICAN HISTORY				FRENCH			
	MARYLAND SAMPLE		NATIONAL SAMPLE		MARYLAND SAMPLE		NATIONAL SAMPLE	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
750-800	38	3	994	2	51	4	1,721	5
700-749	45	4	1,620	3	92	7	2,060	6
650-699	75	6	2,903	5	144	11	3,197	9
600-649	155	13	5,451	9	173	13	4,069	12
550-599	168	14	7,860	12	213	16	5,386	16
500-549	198	17	10,742	17	220	17	5,897	17
450-499	188	16	11,811	18	229	17	5,996	18
400-449	183	15	11,902	19	149	11	4,264	13
350-399	92	8	7,185	11	43	3	1,229	4
300-349	38	3	3,060	5	3	9	49	0
250-299	7	1	535	1	0	0	0	0
200-249	0	0	26	0	0	0	0	0
NUMBER	1,187		64,089		1,317		33,868	
MEAN	523		494		556		553	
STD. DEV.	109		103		102		105	

APPENDIX D INFORMATION FROM THE MARYLAND HIGH SCHOOL GRADUATE FOLLOWUP STUDY - 1974

The Maryland State Department of Education contacts all high school graduates prior to graduation and again six months after graduation, to find out, among other things, whether they plan to continue their schooling or seek employment and to get their evaluation of their high school experiences. This followup information may be helpful in providing an indication of the effectiveness of the school systems in Maryland. Table D-1 provides information regarding the number and percentage of high school graduates who applied for admission to colleges and universities in order to continue their education. The reader will note that slightly more than half of the high school graduates in Maryland applied for admission to such schools. This activity shows motivation of the graduates to continue their education, which might be the effect of the type of education received in high schools.

Table D-2 shows student assessments of their preparation by the schools in "skills and abilities", and Table D-3 indicates student assessments of their preparation in school "courses". Tables D-2 and D-3 reveal that, generally, a majority of those who responded indicated that the preparation they received for each "skill/ability" and "course" was either satisfactory or excellent.

STATE LEVEL

TABLE D-1. NUMBER AND PERCENT OF MARYLAND 1974 HIGH SCHOOL GRADUATES WHO APPLIED FOR ADMISSION TO COLLEGES OR UNIVERSITIES

APPLIED FOR ADMISSION	NUMBERS BY SEX			TOTAL	PERCENT
	MALE	FEMALE	NO RESPONSE BY SEX		
YES	4,672	6,306	47	11,025	56.2
NO	3,456	4,750	34	8,240	41.9
NO RESPONSE	153	168	45	366	1.9
			GRAND TOTAL	19,631	100.0

STATE LEVEL

TABLE D-2. REACTIONS OF MARYLAND 1974 HIGH SCHOOL GRADUATES REGARDING THE PREPARATION RECEIVED IN GRADES 10-12 FOR DIFFERENT SKILLS AND ABILITIES

RESPONSES	PREPARATION RECEIVED					
	FOLLOW DIRECTIONS		WORK WELL WITH OTHERS		THINK AND MAKE DECISIONS	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
NO RESPONSE	2,041	10.4	1,994	10.1	2,093	10.7
DOES NOT APPLY	889	4.5	567	2.9	493	2.5
EXCELLENT	5,713	29.1	7,334	37.4	5,566	28.7
SATISFACTORY	10,609	54.0	9,129	46.5	9,939	50.6
UNSATISFACTORY	379	2.0	607	3.1	1,540	7.8
TOTAL	19,631	100.0	19,631	100.0	19,631	100.0
	SPEAK BEFORE GROUPS		SOLVE NUMBER PROBLEMS		WRITE REPORTS AND LETTERS	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
NO RESPONSE	2,091	10.6	2,099	10.7	2,098	10.7
DOES NOT APPLY	1,014	5.2	503	2.6	506	2.6
EXCELLENT	2,551	13.0	5,737	29.2	4,979	25.3
SATISFACTORY	8,523	43.4	9,274	47.2	9,557	48.7
UNSATISFACTORY	5,452	27.8	2,018	10.3	2,491	12.7
TOTAL	19,631	100.0	19,631	100.0	19,631	100.0
	FOLLOW LEISURE INTEREST		JOIN IN CIVIL AFFAIRS		USE VOCATIONAL SKILLS	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
NO RESPONSE	2,172	11.1	2,182	11.1	2,177	11.1
DOES NOT APPLY	1,926	9.8	3,708	18.9	4,178	21.3
EXCELLENT	4,718	24.0	1,299	6.6	3,377	17.2
SATISFACTORY	8,607	43.9	6,932	35.3	7,033	35.8
UNSATISFACTORY	2,208	11.2	5,510	28.1	2,866	14.6
TOTAL	19,631	100.0	19,631	100.0	19,631	100.0
	READ WITH UNDERSTANDING		LEAD OTHERS		MEET FAMILY RESPONSIBILITY	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
NO RESPONSE	2,103	10.7	2,151	11.0	2,168	11.0
DOES NOT APPLY	4,622	2.4	1,665	8.5	3,589	18.3
EXCELLENT	5,084	25.9	2,943	15.0	3,729	19.0
SATISFACTORY	9,820	50.0	9,720	49.5	7.761	39.6
UNSATISFACTORY	2,162	11.0	3,152	16.0	2,384	12.1
TOTAL	19,631	100.0	19,631	100.0	19,631	100.0

STATE LEVEL

TABLE D-3. RESPONSES OF MARYLAND 1974 HIGH SCHOOL GRADUATES REGARDING THE PREPARATION RECEIVED IN GRADES 10-12 FOR DIFFERENT COURSES

	PREPARATION RECEIVED					
	ART		PHYSICAL EDUCATION		VOCATIONAL PREPARATION	
RESPONSES	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
NO RESPONSE	1,692	8.6	1,543	7.8	1,747	8.9
COURSE NOT TAKEN	11,293	57.5	1,722	8.8	10,215	52.1
EXCELLENT	2,337	11.9	6,327	32.2	2,871	14.6
SATISFACTORY	3,379	17.2	8,729	44.5	3,477	17.7
UNSATISFACTORY	930	4.8	1,310	6.7	1,321	6.7
TOTAL	19,631	100.0	19,631	100.0	19,631	100.0
	INDUSTRIAL ARTS		GENERAL BUSINESS		MUSIC	
NO RESPONSE	1,748	8.9	1,730	8.8	1,711	8.7
COURSE NOT TAKEN	12,691	64.7	9,766	49.7	11,215	57.1
EXCELLENT	1,914	9.7	3,003	15.3	2,638	13.5
SATISFACTORY	2,617	13.3	4,454	22.7	3,158	16.1
UNSATISFACTORY	661	3.4	678	3.5	909	4.6
TOTAL	19,631	100.0	19,631	100.0	19,631	100.0
	SCIENCE		MATHEMATICS		HOME ECONOMICS	
NO RESPONSE	1,534	7.8	1,459	7.4	1,731	8.8
COURSE NOT TAKEN	969	4.9	750	3.8	10,385	52.9
EXCELLENT	5,118	26.1	6,482	33.0	2,897	14.8
SATISFACTORY	10,118	51.6	8,705	44.4	3,951	20.1
UNSATISFACTORY	1,892	9.6	2,235	11.4	667	3.4
TOTAL	19,631	100.0	19,631	100.0	19,631	100.0
	ENGLISH		FOREIGN LANGUAGE		SOCIAL STUDIES	
NO RESPONSE	1,418	7.2	1,547	7.9	1,518	7.7
COURSE NOT TAKEN	537	2.8	6,410	32.6	744	3.8
EXCELLENT	5,935	30.2	2,409	12.3	5,268	26.8
SATISFACTORY	9,561	48.7	6,300	32.1	10,772	54.9
UNSATISFACTORY	2,180	11.1	2,965	15.1	1,329	6.8
TOTAL	19,631	100.0	19,631	100.0	19,631	100.0

APPENDIX E THE USE OF REGRESSION ANALYSIS IN THE MARYLAND ACCOUNTABILITY PROGRAM

1. Purpose of the Regression Analysis

The results of the accountability testing program reveal a high degree of variability in the average levels of performance among Maryland's public schools. For example, in the ninth grade, the average grade equivalent (GE) score in vocabulary, by school, ranges from a low of 5.93 to a high of 10.95, with a mean of 8.43 and a 1.01 standard deviation. Approximately 95 percent of the schools attained average GE levels in vocabulary between 6.41 and 10.45, and approximately 68 percent of the schools attained average GE levels between 7.42 and 9.54 for their ninth grades.

The primary purpose of regression analysis in this report is to account for or explain a maximum percentage of such observed variation in school performance levels in terms of related student background variables. A secondary purpose is to adjust the observed school means to a new set of means from which the explained variance has been removed. Ostensibly, much of the residual variance, still present in these adjusted means, would then be the result of school installation and process variables (objectives, program effectiveness, staff, or facilities). Of course, the success of the procedure depends on the particular student background variables entered in the regression equation, the strength of their relationship with the performance criterion measure (with the process variables), and the amount of inevitable error. Still, to the extent that a regression analysis is found to be successful, it serves to resolve the following dilemma: schools with roughly equal, unadjusted mean achievement scores may well vary widely with respect to their installation and process variables; conversely, schools which are equivalent with respect to their installation and process variables may well display roughly equal test performance levels. Thus, a regression analysis permits the estimation of school effectiveness with some protection against the confounding by student background variables.

2. The Choice of Student Background Variables

Even a cursory inspection of the literature suggests an almost endless array of background variables which influence achievement: race, sex, age, family structure, student ability, measures of socioeconomic status (SES), attitude, motivation, self-perception, aspiration intention, and expectation. These and other variables have been shown to be related to student performance.

Armor (1972), Coleman (1966), and Mayeske (1973) have shown in separate studies that up to 10 percent of the variation in school performance can be explained by ethnic and racial determiners. Comber and Keeves (1973), Plowden (1967), and Purves (1973) have shown the influence from sex and age differences, even when grade levels are held constant. Bachman (1970), Coleman (1966), and Mayeske (1973) demonstrated that some achievement variance can be accounted for by family structure differentiation such as home intact vs. broken, number of children, and head of household.

Perhaps the best known and most widely employed correlate of achievement is student ability. An enormous number of studies on these relationships are extant in the literature. Excellent summaries may be found in Bryant, Glaser, et al. (1974), Hauser (1969), Hanushek (1970), and the New York University (1972).

In general, it is found that student ability is a strong predictor of achievement. However, it has also been found that estimating ability, apart from achievement, is extremely difficult. The unavoidable compounding of these variables in the measurement process has led to problems in interpretation.

In the recent past, the term "IQ" and the concept of intelligence assessment have given rise to considerable controversy. For this reason, a measure called "Standard Age Score" (SAS), which is computed from the Nonverbal section of the Cognitive Abilities Test (CAT), was chosen as a viable alternative. In terms of its relationship to achievement, SAS has been shown equivalent to IQ. In fact, scores on the nonverbal ability test are considered by some scholars to be indicators of intelligence.

The most extensive literature on achievement-related variables, next to student ability, deals with measures of socioeconomic status. The New York University Study (1972), Eason, Gary, and Grawford (1969), Husen (1972), Reiss (1961), and Thorndike (1973) give excellent summaries. All present strong evidence that variance in school performance is associated with differences in the socioeconomic backgrounds of the students.

A number of studies, (see Bryant, Glaser, et al., 1974), have shown a partial dependence of student performance on personal characteristics, such as those mentioned above.

In the last three decades, many indices have been developed to estimate SES. However, most of these can be shown to measure the same underlying factor. It appeared from the literature search that the two measures, "Mother's Education" (SES 1), and "Family Income" (SES 2), were most efficacious. Hence, the MSDE decided to use these.

Given the vast number of alternative choices for the inclusion of related variables in the regression equation for student performance, the naive approach might well consider inclusion of them all. However, two objections at once rule out such an approach. First, the cost, time, and effort which would be required for the collection and analysis of that much data are simply prohibitive. Second, as it turns out, all these various measures of student background are highly intercorrelated. Now, it is in the very nature of regression analysis to detect these intercorrelations and remove from the achievement only that variance which can be attributed to these variables "independently," that is, without "double dipping" due to overlap in relationships. As a result, it was found that once one or two variables related to achievement have been entered into the equation, little or no additional variance is accounted for by inclusion of further variables. Because a review of the literature indicated the two most promising student background variables to be ability and SES, and because data collection of measures on these variables appeared to be most feasible, the Maryland State Department of Education (MSDE) decided on them for the analysis of Year I (1974) data.

In the present analysis, Year II (1974), the independent variables were restricted to the average school Student Age Scores (SAS) only. The reasons for this restriction are twofold: 1) the SES variables (mother's education and family income) which are drawn from the Fourth Count, 1970 Census data that was collected in Spring 1969, can seriously be challenged as accurate measures of the present school populations; and 2) during last year's analysis, it was observed that the two SES variables (mother's education and family income) made a negligible independent contribution to the regression except for vocabulary in Grades 3 and 5, and reading in Grade 5. Although strongly correlated with achievement, these SES variables were highly correlated with SES in such a way that they could not account for any significant variance in achievement once SAS had been removed. It follows that the time and expense required for the collection and analysis of such data simply was not warranted.

3. Some Terminology and Computational Procedures

In regression analysis, distinction is made between "dependent" and "independent" variables. The dependent variables are often referred to as "criterion measures" or, simply, "criteria." The independent variables are usually called "predictor variables" or, simply, "predictors." In the accountability study, the criteria are the school average GE's for the various subtests of the ITBS. The predictors comprise the SAS as discussed in the previous section.

To avoid confusion, it is important to clarify the sense in which the terms "predictor" and "criterion" are being used in the regression analysis. Frequently, a statistician is given the scores on several predictors for a subject with unknown criterion performance. It is then required to "predict" a probable score on the criterion on the basis of the predictor scores. In the accountability program, all criterion scores are known. Hence, there is no "prediction" of these scores in the ordinary sense of that word. The logic here would be to suppose a school's average SAS equals exactly the state's average SAS. Then, given a strong relationship between SAS and a particular GE, that school's average GE "ought to," or is "predicted to", lie close to the average GE for the state. Similarly, for a school with an average SAS well above that of the state's, that school's average GE "should" lie well above the state's average GE and, finally, a school with average SAS below the state's is "expected" to obtain an average GE below the state. These relative SAS and GE differentials are not simple proportions. It is precisely the function of the regression equation to compute how much a school's average GE is expected to be above or below the state mean, given the amount by which that school's average SAS is above or below the state's SAS average.

In symbolic language, the following is an exposition of the procedures:

Let Y_i' = the "predicted" GE average on some ITBS subtests for school i;

Y_i = the observed GE average on the same subtest for the same school i;

X_i = the average SAS for any school in the state;

$\overline{Y}$ = the mean of all Y_i's, same subtest;

$\overline{X}$ = the mean of all X_i's for the state;

Sy = the standard deviation of Y in the state distribution;

Sx = the standard deviation of X in the state distribution;

r = the correlation between Y and X;

Then $$Y_i' = \overline{Y} + rSy/Sx(X_i - \overline{X})$$

and the "adjusted score" or residual is given by

$$RES_i = Y_i - Y_i'$$

It is easy to show that the variance of these residuals is given by the expression

$$\text{var (res)} = S^2y\ (1 - r^2)$$

from which it follows that the portion of original variance in the school average GE's explained by SAS, and then removed, is given by r^2, the square of the correlation between a particular GE and SAS.

4. Results of the Regression Analysis

All computations for the regression analysis were performed with the use of the BMDO2R computer program. The general characteristics of the results are recorded in this section. Table 4, in the main body of the accountability report, contains a school-by-school listing of the four subtest residuals.

Of the general characteristics, perhaps the most important are the correlations among the ITBS subtests and with SAS, which are shown in the tables on the next page. In particular, the unusually high correlations (range: .816 - .942) between the subtests and SAS on the various grade levels should be noted. Other nonverbal tests of innate ability (e.g., WISC Performance, the Ravens Progressive Matrices, and the Lorge-Thorndike) are known to correlate closer to .5 with reading tests. It may well be that if these correlations are not artifactual (and thereby spurious), the nonverbal portion of the Cognitive Abilities Test is not as independent of language skills as was supposed, or that its administration required a great deal of language communication.

INTERCORRELATION MATRIX AT THE THIRD GRADE LEVEL

		1	2	3	4	5
1	SAS	1.000	.850	.879	.833	.888
2	Vocabulary		1.000	.944	.917	.928
3	Reading Comp.			1.000	.921	.936
4	Language Total				1.000	.930
5	Math Total					1.000

INTERCORRELATION MATRIX AT THE FIFTH GRADE LEVEL

		1	2	3	4	5
1	SAS	1.000	.876	.898	.876	.896
2	Vocabulary		1.000	.960	.929	.913
3	Reading Comp.			1.000	.934	.934
4	Language Total				1.000	.926
5	Math Total					1.000

INTERCORRELATION MATRIX AT THE SEVENTH GRADE LEVEL

		1	2	3	4	5
1	SAS	1.000	.816	.892	.823	.910
2	Vocabulary		1.000	.919	.944	.859
3	Reading Comp.			1.000	.910	.943
4	Language Total				1.000	.892
5	Math Total					1.000

INTERCORRELATION MATRIX AT THE NINTH GRADE LEVEL

		1	2	3	4	5
1	SAS	1.000	.895	.942	.876	.941
2	Vocabulary		1.000	.944	.948	.916
3	Reading Comp.			1.000	.927	.963
4	Language Total				1.000	.905
5	Math Total					1.000

A simple way to summarize the apparent overlap is to compute the square of the correlation, which gives the percent of variance in the GE's accounted for by SAS. The table on the following page shows the results of these computations by grade level and subtest:

PERCENTS OF VARIANCE ACCOUNTED FOR BY SAS

	GRADE 3	GRADE 5	GRADE 7	GRADE 9
Vocabulary	.723	.767	.666	.801
Reading	.773	.806	.796	.887
Language Total	.694	.752	.677	.767
Math Total	.789	.803	.828	.885

With these large percentages of variance accounted for, one must face the question of what is left in the residuals. Might it be the case that the residuals merely represent random error, and that the variation among them is only error variance rather than a measure of differential school effectiveness? No doubt, a substantial portion of such differential effectiveness "washed out," and interpretation of the residuals is more difficult given those high correlations. However, it is unlikely that nothing but error variance remained. In order to assess this likelihood, partial correlations were computed between Year I and Year II residuals, holding shifts in SAS constant, with the following results:

	GRADE 3	GRADE 5	GRADE 7	GRADE 9
Vocabulary	.52	.48	.62	.57
Reading	.51	.48	.62	.63
Language Total	.51	.48	.66	.68
Math Total	.41	.50	.70	.66

These substantial partials show a high degree of stability of the residuals from Year I to Year II, particularly since all observations are on new sets of students. Such correlations could hardly have arisen from collections of random errors.

In spite of these results, caution is still needed so as to avoid assuming that a school's deviation from its "predicted" achievement level (i.e., its Maryland norm) can serve as the sole criterion of its effectiveness. As first stated in Section 1.5.2 of this report, it must be repeated here that, at best, the residuals might serve as a first indicator of where to begin an in-depth process evaluation, and that only for the schools in the extreme ends of the residual distribution.

In order to aid such an interpretation, schools in the lower 2.5 percent of the residual distribution were placed in a "Group I," and those in the upper 2.5 percent in a "Group II."

Then, a two group discriminant function was computed using the following independent variables as the criteria:

Total Enrollment
Pupil/Staff Ratio
Percent Daily Attendance
Teacher's Experience
Administrator's Experience
Percent Staff with MA's or Higher
Percent Disadvantaged Pupils
Mother's Educational Level
Family Income

The following is a summary of results:

		TRUE MEMBERSHIP		
		Group I	Group II	
ASSIGNED BY THE DISCRIMINANT FUNCTION	Group I	42	14	56
	Group II	20	46	66
		62	60	122

P (2/1) = 20/62 = .32
P (1/2) = 14/60 = .23
P (total error) = 34/122 = .28

A simple interpretation of discriminant analysis may be obtained by considering the classification error probabilities. Observe that 20 of the 62 schools in Group II were classified by the function as belonging to Group I, which is an error rate of 32 percent, denoted by P(2/1) = .32 (read: the probability of classifying a school as belonging to Group I, when it really belongs to Group II, is .32). Similarly, the probability of classifying a school as belonging to Group II when it really belongs to Group I is .23 (or P(1/2) = .23). The total classification error of the function is seen to be 28 percent. These probabilities of misclassification show that the independent variables are substantially related to a school's location on the residual distribution.

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APPENDIX F INSTRUMENTS USED TO MEASURE ACADEMIC ABILITY AND ACADEMIC ACHIEVEMENT

1. Introduction

Two nationally standardized measurement instruments administered in Spring 1975 were the sources of data collected on student ability and achievement. The Cognitive Abilities Test (CAT), Form 1, 1971 edition, was used to measure student academic ability; and the Iowa Tests of Basic Skills (ITBS), Form 5, 1971 edition, was selected to assess academic achievement.

The ITBS was employed for statewide assessment of academic achievement in part because 17 of the 24 local school systems were already employing some edition of it as part of their regular testing programs. The Cognitive Abilities Test was selected because it had been normed on the same population as was the ITBS.

The ITBS and CAT were administered to all Maryland public school children in Grades 7 and 9 during the period March 1 to March 31 and to children in Grades 3 and 5 during the period April 15 to May 15.

Three parts of the Nonverbal Subtest of the CAT are used in the Maryland Accountability Program. These are:

- Part I -- Figure Classification
- Part II -- Figure Analysis
- Part III -- Figure Synthesis

Eight tests of the ITBS were also selected to measure achievement in the following three basic skills areas. These are:

- Reading Skills
- Basic Language Skills
- Mathematics Skills

2. Description of Instruments Used

Cognitive Abilities Test

The data presented here are from the Nonverbal Subtest of the CAT. The Nonverbal Subtest was selected as the source of academic ability data because it does not require students to reach or to perform arithmetical computations. The test is intended to measure the student's ability to reason by using test questions that are not bound by formal school instruction. The test emphasizes the discovery of and flexibility in manipulating relationships expressed in figures, symbols, and patterns. It has three parts:

- Part I -- Figure Classification (17 minutes). Figure Classification measures the pupil's ability to determine how a set of figures are alike and then to select from five alternatives the one that belongs with the set.
- Part II -- Figure Analysis (14 minutes). Figure Analysis measures the pupil's ability to determine how two figures are related to each other and then to select two figures that are related in the same way.
- Part III -- Figure Synthesis (16 minutes). Figure Synthesis measures the pupil's ability to select from alternative pieces those that when combined would form a particular whole.

The scores of the three parts are combined to form a total Nonverbal Ability Score. The Nonverbal Ability Scores are set so that a score of 100 equals the average score for any age group. A third grade class with an average Nonverbal Score of 100 indicates that, on the average, the students in that grade did as well as on the test of nonverbal reasoning as did students of their age nationally.

Iowa Tests of Basic Skills

The following eight tests of the ITBS were selected for use as indicators of academic achievement. The brief descriptions that follow give a general indication of the skills required for success on each test.

- Reading Skills

  Vocabulary (17 minutes). The Vocabulary Test measures the pupil's understanding of the meanings of words presented in short sentences. The pupil chooses, from among four alternatives, the word that has the closest meaning to the key word.

  Reading Comprehension (55 minutes). The Reading Comprehension Test measures the pupil's ability to recognize and understand stated or implied factual details and relationships; to discern the purpose or main idea of a paragraph or selection; to organize the ideas presented in a selection; and to evaluate what is read. The test uses short stories, factual articles, and poems as the bases for the test item.

- Basic Language Skills

  Spelling (12 minutes). The Spelling Test measures the pupil's ability to recognize mistakes in spelling. Each test item presents four words. The pupil indicates which, if any, of the words are spelled incorrectly.

  Capitalization (15 minutes). The Capitalization Test measures the pupil's ability to recognize the words in a sentence which should be capitalized. The pupil indicates the part of the sentence in which, if any, an error in capitalization occurs.

  Punctuation (20 minutes). Ability to punctuate is tested by having the pupil indicate the part of a sentence or the part of a correspondence letter in which, if any, an error in punctuation occurs.

  Usage (20 minutes). The Usage Test measures the pupil's ability to use words according to the standards of correctly written English. The pupil indicates the sentence in which, if any, errors occur in the use of the verb forms, adjectives, adverbs, etc.

A total Language score is obtained by adding together the grade equivalent scores of the four basic language skills tests and dividing the sum by four (4).

- Mathematics Concepts (30 minutes). The Mathematics Concepts Test measures the pupil's ability to understand the number system and the terms and operations used in mathematics. It goes beyond the four fundamental processes of addition, subtraction, multiplication and division by exploring concepts involved in currency, quantity, time, temperature, weight, length, volume, working with whole numbers, and working with decimals, fractions, percents, and ratios. The pupil is presented with a question and four alternative responses from which he is to select the one which best answers the question.

  Mathematics Problem Solving (30 minutes). The intent in this test is to measure the pupil's ability to solve realistic problems presented in situations he might experience in everyday living. The test does not require the pupil to compute the answer but to select the correct one from four stated alternatives.

A total Mathematics score is obtained by adding together the grade equivalent scores of the two mathematics tests and dividing the sum by two (2).

The achievement test scores are expressed as GE scores, read as grade equivalent scores. The first digit represents the grade and the second digit the month within the grade. A GE of 5.7 would be read fifth grade seventh month.

APPENDIX G PRELIMINARY PLANS FOR THE PROCESS EVALUATION COMPONENT

Essential to the concept of accountability is the study and evaluation of existing educational processes. As was mentioned in Section 1.5.6 of the report, a team of local representatives was organized at the state level to plan this process of evaluation. Specification of the variables to be studied, together with the implementation tentatively planned, is outlined below.

I. School-Related Variables

Because it is recognized that the educational enterprise does not take place in a vacuum, and because students are exposed to a host of variables, the first concern is with the school resources related to students, such as:

- Total cost per pupil
- Instructional salary cost per pupil
- Expenditure per pupil on kindergarten
- Number of pupils per teacher
- Number of pupils per non-teacher professional
- Percentage average daily attendance
- Number of disruptive incidents per year
- Number of attending students per lab
- Number of library books per pupil
- Playground square footage per pupil

II. Classroom Centered Variables and their Measurement

- Teacher Centered Performance Criteria

  Using a combination of interviews and classroom observations, specially trained personnel would obtain indicators of twelve teacher performance criteria. Part of the instrumentation for this task has already been developed.

- School Administration Leadership Style

  A questionnaire has been located which should afford the professional staff at each school the opportunity to express a characterization of the school's administration.

- Teacher Practices Observation Record

  This is a 62-item instrument for observing teacher classroom behavior. It is particularly useful in assisting teachers to adopt classroom practices consistent with philosophies.

  Brown, O.R., The Experimental Mind in Education. Harper and Row, New York: 1968.

- Reciprocal Category System

  This is a modification of the Flander's Interaction Analysis System. By use of semantic differentials, the system permits an identification, examination, classification and quantification of verbal classroom behaviors.

  Ober, R.I., Bently, E.L., and Miller, E., Systematic Observation of Teachers. Prentice Hall, New Jersey: 1971.

- South Carolina Observation Record

  This is an instrument specially designed to supplement interaction analysis by recording nonverbal behavior. A major section of the instrument deals with the Hostility Affections Schedule of Fowler.

  Developed by Robert S. Soar, at the University of Florida.

- Self-Concept as a Learner Scale

  This is a 90-item instrument, with Likert-type response scales, developed by Weatjen. It generates ordinal data measuring the degree of positive self-concept.

- Florida Keys

  This is an adaptation of the Self-Concept as a Learner Scale for use in Grades K-3.

  Purkey, W. W., Self-Concept and School Achievement. Prentice Hall.

A number of these instruments are already in use by staff in the Frederick County public school system.

III. Other School Variable Studies

- Organization Dynamics

  This includes a study of the staff hierarchy, staff interaction, the principal's leadership style and decisionmaking procedures, support services, and parent aides.

- Classroom Management

  This includes an evaluation of instructional objectives, learning centers or stations, grouping of students for instruction, provisions for independent work, display of pupil productions, and procedures for pupil feedback.

- Instructional Materials and Media

  This includes an evaluation of the quantity, range, and depth of materials in the classrooms, use of audio-visual equipment, and media center resources and activities.

- School Building Management

  This includes a concern for physical appearance, storage and accessibility of materials and the lunchroom climate.

- Second Order Characteristics

  These include an evaluation of the teacher turnover and teacher attitude, pupil attitude and behavior, parent-teacher conferences, and the PTSA activities and orientation.

Instrumentation for the measurement of these Category III variables is already being developed in the Prince George's County public school system.